DOCUMENT RESUME

ED 365 228 HE 027 020

AUTHOR Sherman, Jane C.
TITLE Gender Equity in Higher Education: Report on Self-Studies and Plans.
INSTITUTION Washington State Higher Education Coordinating Board, Olympia.
PUB DATE Jun 91
NOTE 150p.; For the 1992 progress report, see HE 207 021.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS College Admission; College Athletics; Community Colleges; *Compliance (Legal); *Equal Education; *Higher Education; Intercollegiate Cooperation; *Policy Formation; Position Papers; Recreational Programs; *Self Evaluation (Groups); *Sex Discrimination; Sexual Abuse; Sexual Harassment; State Colleges; State Universities; Student Employment; Student Financial Aid
IDENTIFIERS Central Washington University; Eastern Washington University; Evergreen State College WA; University of Washington; *Washington; Washington State University; Western Washington University

ABSTRACT

This report summarizes the gender equity self-studies and plans for all six of the public, four-year universities and colleges in the State of Washington, as well as from the 27-member community college system. The evaluation encompassed 10 major areas: (1) the adoption of a nondiscrimination statement; (2) compliance procedures; (3) academic programs and admissions; (4) counseling and the use of appraisal and counseling materials; (5) student employment; (6) financial aid; (7) recreational activities; (8) student services available; (9) policies on sexual harassment, assault, abuse, and rape; and (10) intercollegiate athletics. Sections summarize the individual gender equity studies and plans submitted by each institution. Each section provides an abstract of the individual institutional study, as well as staff comments that either highlight gender equity issues or suggest areas for consideration in the plan. The report also provides the State Board for Community College Education (SBCCE) summary on behalf of all of the state's 27 community colleges. The main body of the SBCCE report is included. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 228

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Washington State H.E. Coordinating Board

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

MEMBERS OF THE HIGHER EDUCATION COORDINATING BOARD

Charles T. Collins, Chair
7525 S.E. 24th, Suite 401
Mercer Island, Washington 98040

John M. Fluke, Jr.
Fluke Capital Management, L.P.
11400 S.E. 6th Street, Suite 230
Bellevue, Washington 98004

Andy Hess
3608 N.E. 97th Avenue
Vancouver, Washington 98662

M. Lyle Jacobsen
8104 Ellison Loop, N.W.
Olympia, Washington 98502

Mary James
c/o Heritage College
3240 Fort Road
Toppenish, Washington 98948

Pearl McElheran
500 King County Administration Bldg.
500 Fourth Avenue
Seattle, Washington 98104

David K.Y. Tang
Preston, Thorgrimson, Shidler, Gates & Ellis
5400 Columbia SeaFirst Center
Seattle, Washington 98104-7011

Vivian Winston
E. 1811 Rockwood Boulevard
Spokane, Washington 99203

Judith Wiseman
3105 Eldridge Avenue
Bellingham, Washington 98225

Ann Daley
Executive Director

GENDER EQUITY IN HIGHER EDUCATION:

REPORT ON SELF-STUDIES AND PLANS

June, 1991

Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia, Washington 98504

PREFACE

This report was prepared pursuant to RCW 28B.110, Gender Equality in Higher Education, for the Higher Education Coordinating Board, the Governor, and the Higher Education Committees of the House of Representatives and the Senate by Dr. Jane C. Sherman, Senior Policy Associate, of the HECB Staff. Comments or requests for additional copies may be addressed to Dr. Sherman at the HECB, 917 Lakeridge Way, GV-11, Olympia, Washington 98504.

CONTENTS

Page

OVERVIEW 1

II. CENTRAL WASHINGTON UNIVERSITY

Gender Equity Self-Study 9

Abstract 9

Academics 10

Student Services 13

Intercollegiate Athletics 17

Gender Equity Plan 21

III. EASTERN WASHINGTON UNIVERSITY

Gender Equity Self-Study 24

Abstract 24

Academics 25

Student Services 28

Intercollegiate Athletics 32

Gender Equity Plan 35

IV. THE EVERGREEN STATE COLLEGE

Gender Equity Self-Study 39

Abstract 39

Academics 40

Student Services 42

Intercollegiate Athletics 45

Gender Equity Plan 47

V. UNIVERSITY OF WASHINGTON

Gender Equity Self-Study 48

Abstract 48

Academics 49

Student Services 59

Intercollegiate Athletics 63

Gender Equity Plan 69

CONTENTS
(continued)

Page

VI. WASHINGTON STATE UNIVERSITY

Gender Equity Self-Study 71
Abstract 71
Academics 72
Student Services 76
Intercollegiate Athletics 81
Gender Equity Plan 86

VII. WESTERN WASHINGTON UNIVERSITY

Gender Equity Self-Study 89
Abstract 89
Academics 90
Student Services 98
Intercollegiate Athletics 101
Gender Equity Plan 106

VIII. COMMUNITY COLLEGE SYSTEM

Gender Equity Self-Study 110
Abstract 111
Introduction 111
Community College System Demographics 112
Transfer, Vocational, Basic Skills 115
Gender Equity Plan 126
Recommendations to the Legislature 128
Recommendations to the State Board 128
Recommendations to the Institutions 129

GENDER EQUITY IN HIGHER EDUCATION:

REPORT ON SELF-STUDIES AND PLANS

OVERVIEW

This report summarizes the Gender Equity Self-Studies and Plans from all six of the public, four-year universities and colleges in the State of Washington, and from the 27-member community college system. Each institution approached the task from a different perspective, and each has produced a study and plan which strongly bears its individual stamp. At the same time there are many consistencies across all of the studies: for the most part, the same areas emerge to be addressed in the plans.

The intent in this initial report on the gender equity status of public higher education in Washington state is to identify a baseline condition for each individual institution against which it can measure its progress over time. This report is not designed to compare one institution to another, and such conclusions cannot legitimately be drawn in most cases.

BACKGROUND

During the 1989 session, the state legislature passed three bills related to gender equity in higher education. All three can be viewed as an attempt to set more specific standards and timelines for implementing gender equity in higher education than previously had been available under other statutes. For example, federal Title IX, unlike the new state legislation, does not prescribe any number or proportion of female to male athletes, instead always viewing the "athletic program as a whole."

Equally important, all three bills have been designed to provide institutions with implementation tools to encourage them to renew their active commitment to removing any possible remaining barriers to gender equity. First, the self-study and plan provide a significant amount of data to and about an institution, not only on gender equity, but in more comprehensive terms. In addition, the process of collecting and reporting the data has the potential for generating creative strategies to address some of the more difficult gender equity dilemmas. Second, the athletic conference, held in October of 1990, made available expertise, interaction, and inspiration to promote the inclusion of girls and women at all levels of sports and athletics, including coaching and administration. Third, the tuition and fee waiver program will assist by addressing the need for an infusion of new sources of funding to upgrade the intercollegiate athletic opportunities for women.

RCW 28B.110, the statute providing for the self-studies and plans which are the subject of this report, has as its stated intention to eliminate discrimination on the basis of gender in higher education. It has three major components:

1. Development of rules and guidelines to eliminate possible gender bias in higher education,

2. Completion of a self-study by each institution to identify the degree to which they are free of discrimination based on gender, and

3. A plan by each institution to address disparities identified by the study.

At its July, 1990 meeting the HECB delegated to the State Board for Community College Education, as allowed by statute, the responsibility for collecting and reporting to the HECB on the self-studies and plans of the 27 community colleges.

A Gender Equity Advisory Committee was invited to participate and was extremely helpful in identifying issues, defining terms, and in drafting the language that is used in the rules and the guidelines. The committee was composed of multiple representatives of each of the following groups:

All public four-year institutions of higher education
Community colleges
State Board of Community College Education
Council of Presidents
The Office of Superintendent of Public Instruction
Washington Interscholastic Activities Association
Northwest Community College Athletic Association
Legislators
Legislative staff
Attorney General's Office

The scope of the self-studies was determined overall by the terms of RCW 28B.110. State regulations (WAC 250-71) were enacted by the HECB implementing the statute. With the help of the Advisory Committee, the "Guidelines for Self-Study of Gender Equity in Higher Education" were drawn up by the HECB staff to provide information about the expected scope and direction of the self-studies. Copies of these documents are available on request.

INSTITUTIONAL RESPONSE. All of the institutions devoted considerable time and attention to the development of their self-studies and plans. Several commented that the information collected was proving useful in other endeavors of the university, or that the activities required to complete the report had re-focused attention on specific areas or strategies that would be beneficial in achieving gender equity.

DATA COLLECTION. The collection of information for the self-studies was begun during the spring of 1990, based on data from 1988-89, the latest year for which complete information was available. Some institutions had not collected certain kinds of information that year and either specified that it would be collected in the future as part of the plan, or substituted current data.

AREAS EVALUATED. Ten major areas of the institutions were specifically included in the self-study and plan:

1. **NONDISCRIMINATION STATEMENT.** All of the institutions have adopted appropriate nondiscrimination statements consistent with the provisions of RCW 28B.110, and have ensured that such statements are reasonably made known to students.

2. **COMPLAINT PROCEDURE.** All of the institutions have in place appropriate complaint procedures and adequate means of informing students about both the procedures and how to access them.

3. **ACADEMIC PROGRAMS AND ADMISSIONS.** Overall, this is one of the areas with the most obvious gender discrepancies in terms of sheer numbers. It is also the area for which the institutions, with some justification, claim the least responsibility. There are many factors, previous to and outside of higher education, which influence students' choices of fields of study. The institutions are attempting to distinguish among factors which they can directly control to some degree, such as the availability of faculty role models; attempts they can make to influence external factors, such as targeting publicity about specific programs to the underrepresented gender; and factors usually considered outside of their ability to influence, such as elementary school science education or societal values and peer pressure.

   For the most part, the gender composition of departments and majors continues to break down along traditional lines. There are, however, outstanding examples of change over the past 10-15 years. Some reflect national trends--e.g., the gradual move toward a preponderance of women in schools of pharmacy and veterinary medicine, or today's more gender-balanced composition in most schools of business. Others are the reward of individual faculty and departmental efforts to recruit underrepresented students into non-traditional areas.

   Typically, the most successful efforts to attract students into fields of study across traditional lines are those which move women into predominately male areas--e.g., technology, math, business. Intensive efforts to attract men into nursing, for example, have not proven very successful. In fact, there is little optimism about or commitment to attracting more men into some of the relatively low-paying, low-status fields in which women predominate (arts, some of the humanities, education, etc.).

Nevertheless, institutions are trying a wide variety of strategies to encourage their students to consider the whole range of program and major options. Institutions are working to attract more women professors in non-traditional fields as role models for students. They are encouraging women students to participate in Women in Engineering Initiative groups. Some departments are working on integrating scholarship by and about women into the curriculum. All of this is a fruitful area for cross-fertilization--for sharing ideas that work and for generating new ones.

4. **COUNSELING AND USE OF APPRAISAL AND COUNSELING MATERIALS.** Perhaps because this is an area where the professional fields involved have been intensely introspective about gender equity for many years, there were few problems noted. Some institutions are trying to find ways to provide students with a choice in the gender of their counselor, while others are trying to overcome budget constraints in replacing obsolete materials.

5. **STUDENT EMPLOYMENT.** Some discrepancies showed up in this area, to the surprise of many. At several institutions there was a trend for men to cluster at the higher levels of the pay scale. Several institutions will be following up to determine whether student interests, preferences of the person hiring, comparable worth issues, or some other factors are influencing this situation.

6. **FINANCIAL AID.** This is another area in which some institutions, but not all, showed minor discrepancies between genders, depending on how equity is interpreted. For example, does equity require each gender to receive equal amounts of aid, or to have equal proportions of their need met? Overall, women exhibit higher levels of "need," mostly because their need frequently includes child care costs. This comes into play when evaluating types of aid received, as well. Grants are obviously the most desirable type of aid because they don't have to be repaid as loans do, or worked for like work-study awards. If a man and a woman receive the same AMOUNT of grant aid, the grant may be a smaller PROPORTION of the woman's total aid package.

   Analyzing the data from one university suggests that, after a four-year degree program, a typical woman financial aid recipient would have received nearly the same grant aid, would have to repay around $875 more than her male counterpart in loans, and would have worked approximately two hours more per week during the school year. It may be that because there is a limit on the amount of grant aid allowed, women more frequently reach that limit and then have to accept more loan and work aid to meet their need. This remains an area under consideration at the institutions where it surfaced as an issue, and may require the attention of the national financial aid system, as well.

7. **RECREATIONAL ACTIVITIES.** There are no specific goals in the area of recreational activities, but institutions must ensure that the activities provided are responsive to the interests of the students, that the needs of both genders are accommodated, and that whatever services are provided do not discriminate by gender. Although most institutions have a preponderance of men in their recreation programs, all of the institutions have designed programs to encourage participation and to monitor the changing interests of the student population. One of the most popular trends is the growth of co-ed recreational sports, which is attracting more women participants to recreational activities.

8. **OTHER STUDENT SERVICES.** A wide variety of services is included in this category, including the following ones where gender issues have been identified:

   a. **Health Services**--in some instances there is a question whether certain routine or emergency services are as easily accessible and at similar cost for conditions experienced only by women as for conditions experienced by both genders or only by men. Two institutions are re-evaluating clauses in their student insurance policies.

   b. **Child Care**--because of women's predominant role in the care of young children, the lack of adequate, low-cost child care was recognized as a formidable barrier to their participation in higher education. All institutions currently have some arrangement to assist students with child care. Most also have substantial waiting lists. Several institutions are in the process of assessing or expanding their child care programs. Child care as an issue in the retention of women students has not been examined.

   c. **All campus facilities not covered in other sections**--virtually any campus more than 20 years old has gender discrepancies in its restroom facilities. Recent recognition of "potty parity" supports the need to consider this issue, at the very least, in any remodeling and new construction.

9. **SEXUAL HARASSMENT, SEXUAL ASSAULT, ABUSE, AND RAPE.** All of the institutions have sexual harassment policies in place, and several are in the process of conducting periodic reviews and updates. Most institutions have active educational programs about sexual harassment and sexual violence.

10. **INTERCOLLEGIATE ATHLETICS.** Clearly, this area is second only to academic programs in terms of quantifiable discrepancies, but it is first in terms of activities and strategies designed to correct them. The institutions vary widely in the size of their programs, the funding available to trigger and sustain change, and the level of the rewards and sanctions for succeeding or failing.

The most obvious criterion--state-mandated participation rates of 39% women by 1994--has generated considerable discussion. It is sometimes considered arbitrary, and either too high or too low, depending on the speaker. The legislature, in 1989, established the high school participation rate as an interim goal which would demonstrate progress toward equity by 1994. The 39% rate was the 1989-90 rate of girls' participation at the high school level, and was adopted in order to fix a target which the institutions would achieve by 1994. It should be noted that for 1990-91, 40% of the athletes at the high school level are girls, as are 44% of the middle/junior high school athletes. In addition, Washington State University is under court order to achieve a higher level of equity than is required by 1994 in RCW 28B.110. With the elevation of women's crew from a club sport to the intercollegiate program, WSU indicates that 44% of their athletes are now women.

Most institutions are also looking at the level of coaching available to women and the availability of women coaches as role models. This can be a particular challenge in some of the smaller programs where most coaches are very part-time--sometimes less than 20%--and minimally remunerated.

Athletic scholarships pose another equity issue. All other things being equal, a PAC-10 university awarding the maximum number and amount of scholarships allowed by the NCAA in all sports will show each gender receiving financial aid in proportion to their participation rates. Universities awarding aid on different and more limited bases are dealing with a different set of circumstances, which generally require additional attention by the institution.

Marketing and promotion is another area where increased sensitivity is beginning to produce changes. The circular position that the entire promotions budget should be devoted to the revenue producing sports of football and men's basketball has begun to give way to efforts to promote women's sports perceived to also have revenue potential in the future--usually women's basketball and volleyball.

Facilities for competition, for practice, and as locker rooms pose one of the more potentially costly modifications to be made, although in some instances simple scheduling variations can bring a program more nearly into compliance, as several institutions have demonstrated. Again, any institution or athletic facility more than 20 years old probably has some changes that need to be made in this area. An institution that believes its facilities are currently in compliance may need to take another look if it plans to add 30-70 additional women athletes to its program.

Overall, many of the institutions have already experienced significant changes during the two years from 1988-89 to 1990-91. The programs described in this report are sometimes quite different from the program you would see in operation today. New women's teams have already been added at one institution, additional coaches have been hired at two or more. Efforts are underway at several institutions to work toward greater equity in scholarships, facilities, publicity, etc.

CRITERIA FOR EVALUATION. Determining whether gender discrepancies existed in each specific program or service of the institution was a challenge. How much difference constitutes a discrepancy? The answer necessarily varies depending on what program or service is under consideration. A difference may not be statistically significant in a single instance, but may be more meaningful if it continues consistently over time. Statistical significance also depends on the size of the samples, which varied dramatically. In order to simplify the process, the following assumptions were made in areas where equity issues arose:

Academic Programs--Programs or majors with 10 or fewer students were considered too small to provide meaningful data in a one year "snapshot." In the remaining majors, each gender appearing more than 10 percentage points above or below its representation in the student population was considered a discrepancy. More than twenty points above or below was considered a substantial discrepancy. For example, if an institution has a student population of 52% women and 48% men, all majors in which women constitute more than 62% or fewer than 42% (10 percentage points above and below the 52%) of the students have a gender discrepancy for the purposes of this report. Majors in which women are more than 72% or fewer than 32% of the participants at that institution have a substantial gender discrepancy. A confidence interval of 10 percentage points would be considered adequate for a sample size of around 50. In other words, there would be little likelihood that a difference of this size would occur randomly, by chance.

Student Employment--With the large numbers of students employed on a campus, aggregating students by gender and pay rates should give nearly identical proportions of each gender at each rate of pay. Any obvious differences in which one gender more than the other appears to cluster at one end of the scale needs to be investigated further.

Financial Aid--Again, with the large numbers of students receiving financial aid, which is not awarded randomly, but by careful design, it is expected that the proportion of each type of aid awarded will closely parallel the gender composition of the recipients, modified only by the assessed level of need of each gender. More than 2-3 percentage points difference should be evaluated further by the institution.

Intercollegiate Athletics--Standards for evaluating discrepancies in this area, are included, for the most part, in statute and regulations. Specific reporting formats will be developed for the purpose of implementing the gender equity tuition and fee waiver program, and will be used to assess progress for future gender equity reports.

REPORTS AND PLANS. The following sections summarize individually the gender equity studies and plans submitted by each institution. Each section is preceded by an abstract of the study. Staff comments are included to highlight gender equity issues or to suggest areas for consideration in a plan. The State Board for Community College Education submitted a summary report on behalf of all of the 27 community colleges. Each college, however, completed the same self-study process as the four-year institutions. The main body of the SBCCE report is included here in its entirety.

II. CENTRAL WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 7,096

WOMEN UNDERGRADUATES: 52.4%
MEN UNDERGRADUATES: 47.6%

WOMEN GRADUATE STUDENTS: 65%
MEN GRADUATE STUDENTS: 35%

ACADEMICS: Of 48 undergraduate majors in which more than 10 students were enrolled, 29 showed discrepancies between numbers of men and women enrolled.

Seven of the nine graduate majors with enrollments over 10 also showed a gender discrepancy.

STUDENT SERVICES: Student employment was identified as an area for further evaluation, since a higher percent of males fall at the upper end of the pay scale.

A slight disproportion favoring women exists in the number of recipients of non-need based financial aid.

There are slightly more restroom facilities available for men than their representation in the student body.

ATHLETICS: Participants: 29% women
71% men
Coaches (total): 16 men; 1 woman
(filling 21 positions)
Women's Teams: 5 men
Jointly Coached: 3 men; 1 woman
Men's Teams: 12 men
Athletic Financial Aid: 11.6% to women
88.4% to men
Administration, Facilities, Promotion: Equity questions remain; some are being addressed.

BEST COPY AVAILABLE

CENTRAL WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

INTRODUCTION

Central Washington University had a student body of 7,096 for fall quarter of 1988-89, of whom 47.6% were men and 52.4% were women.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate non-discrimination statements and complaint procedures are in place and are distributed to students.

ACADEMIC/ADMISSIONS

Admissions

University-wide admissions, recruiting, and retention policies and activities are described.

Proportions of male and female applicants and acceptances for the 1988-89 academic year are displayed in the following table:

TABLE I: Application and Admission Proportions by Gender

	Applied		*Admitted*	
	Freshman	*Transfer*	*Freshman*	*Transfer*
Males	*46.6%*	*48.3%*	*45.1%*	*47%*
Females	*53.4%*	*51.7%*	*54.9%*	*53%*

Eleven majors have departmental admissions requirements in addition to those of the university. Eight of those departments also have disproportionate numbers of one gender. They are identified in the section below by the notation, (adm. req.).

Academic Majors

Undergraduate. Out of 69 majors, 21 had numbers too small (10 or fewer) to provide meaningful information from a single year perspective. Of the remaining 48, 19 showed no discrepancy between genders. Programs with small numbers, but 100% enrollment of one gender are included in the following list, identified by parentheses. The following undergraduate majors have discrepancies or substantial discrepancies (**bold**) between the number of male and female majors, compared to their representation in the student population:

MAJORS

WOMEN UNDERREPRESENTED	% WOMEN STUDENTS
Biology	35%
Computer Science (adm. req)	22%
Construction Management Technology	4%
Economics (adm. req.)	27%
Electrical Engineering Technology	14%
Flight Technology (adm. req.)	8%
Geography	40%
History	23%
Loss Control Management	20%
Industrial Majors, various	0
(Manufacturing Engineering Technology)	0
Mathematics	41%
Mechanical	28%
Music	26%
Music Education	37%
Political Science	32%
Physics	21%

MEN UNDERREPRESENTED	% MEN STUDENTS
Administration--Office Management	16%
Business Education (adm. req.)	33%
Community Health Education	24%
Early Childhood Education	3%
Elementary Education Program (adm. req.)	14%
(Executive Secretary)	0
Family and Consumer Studies	0
Fashion Merchandising (adm. req.)	13%
Food Science and Nutrition	11%
Home Economics (adm. req.)	12%
Psychology	33%
Social Services	27%
Spanish	29%
Special Education (adm. req.)	17%

Graduate. CWU lists 25 graduate programs. Sixteen of the programs enrolled ten or fewer students each and, therefore, could not be usefully analyzed for a single year. Two of the 25 programs (Organizational Development and English) enrolled more than 10 graduate students and had no disproportion by gender.

Programs with small numbers, but 100% enrollment of one gender, are included in the following list, identified by parentheses. The following graduate programs showed some level of gender discrepancy:

MAJORS

WOMEN UNDERREPRESENTED	% WOMEN STUDENTS
Administration	40%
Health, PE, and Recreation	32%
Resource Management	27%

MEN UNDERREPRESENTED	% MEN STUDENTS
Counseling Psychology	26%
(English, TESL)	0
(Experimental Psychology)	0
(Home Economics and Family Studies)	0
Master Teacher	32%
Reading Specialist	9%
School Psychology	23%
(Special Education)	0

Thirteen of 30 departments in the College of Letters, Arts, and Sciences responded to the survey questions posed to them by the institution. In the narrative portion of the survey, five of the 13 departments reported taking specific steps to encourage students of the underrepresented gender to become majors. No department reported in-service education in gender equity or expressed a need for it. Six departments offer courses related to the Women's Studies minor, and seven departments reported having taken at least some steps toward integrating gender issues into the curriculum.

The institution also collected information about the availability of and interest in discipline-related workshops on gender equity and integration, as well as other suggestions for further action.

The School of Business and Economics reported nearly equal numbers of male and female students in all departments except economics in which men predominate.

The School of Professional Studies reported recent success in recruiting female students into Mechanical Engineering Technology and Flight Technology.

COUNSELING AND THE USE OF APPRAISAL AND COUNSELING MATERIALS

All sites where counseling occurs report that tests and materials used are gender neutral and that counselors of both genders are available. Both the Counseling and Testing Center and the Career Planning and Placement center report providing support for students to explore non-traditional career options. The latter also reports making specific referrals on matters that may affect choices such as child care, equal opportunity laws, health issues, etc.

The Women's Resource Center is cited as a resource which helps students overcome the effects of previous sex-role socialization by "offering educational programming, referral services, library materials, and counseling to support women and men in their personal, professional, and academic development."

STUDENT EMPLOYMENT

Policies, procedures, and guidelines for all student employment services are detailed in the report. Pay range data is provided which suggests that men students are somewhat clustered at the higher end of the scale. Since the reporting methodology was not intended for the purposes of this study, it is not clear whether the information is accurate. The following table represents the best data currently available:

Table II: Wages of Male and Female Students for On-Campus Employment

	MALES	*FEMALES*
$5.00/hr or less	*775 (73%)*	*964 (84%)*
Over $5.00/hour	*285 (27%)*	*188 (16%)*
	1,060 (100%)	*1,152 (100%)*

COMMENT: *THE INSTITUTION RECOGNIZES THE POTENTIAL DISCREPANCY SUGGESTED BY THIS DATA. THEY ARE COLLECTING FURTHER INFORMATION TO DETERMINE IF IT IS CORRECT AND, IF SO, TO DETERMINE THE CAUSE AND IDENTIFY REMEDIES AS APPROPRIATE.*

BEST COPY AVAILABLE

FINANCIAL AID

Need-Based Aid. CWU awarded $12,231,359 of need-based financial aid for 1988-89. The following tables show details of need-based financial aid awards for 1988-89, by gender:

TABLE III: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Aid:	*Males*	*Females*
A. Percent of the total need for financial aid required by each gender	*46.1%*	*53.9%*
B. Proportion of need unmet after aid awarded	*2.2%*	*4.5%*
C. Percent of all grant aid awarded to each gender	*46.8%*	*53.2%*
D. Percent of all loan aid awarded to each gender	*47.8%*	*52.2%*
E. Percent of all work aid awarded to each gender	*34%*	*66%*

Line A (above) shows that 46.1% of the total amount of need identified for all CWU applicants by the federally-approved standard application was the financial need of men students, while 53.9% was the need of women students.

Line B notes the percent of need unmet, by gender, after all aid had been awarded.

Lines C, D, and E note the percent of the total amount of each type of aid awarded to each gender.

TABLE IV: Proportion of Aid to Each Gender by Type of Aid

For Each Student Receiving Aid:	*Males*	*Females*
Average proportion of aid awarded as grants	*45.4%*	*45.0%*
Average proportion of aid awarded as loans	*51.0%*	*48.7%*
Average proportion of aid awarded as work	*3.7%*	*6.2%*
Total	*100 %*	*100 %*

Table II portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, 45.4% was in the form of grants, 51% in the form of loans, and 3.7% as work study awards.

Non-Need Based. Central's summary of non-need based aid showed that 65% of the total was awarded to women and 35% to men. 63% of the recipients were women and 37% were men, compared to the student body population of 52.4% women and 47.6% men.

BEST COPY AVAILABLE

COMMENTS: THE GENDER RATIOS OF RECIPIENTS AND TOTAL AMOUNTS OF AID AWARDED TO EACH GENDER CLOSELY REFLECT THE GENDER RATIO OF THE STUDENT BODY. FOR EACH GENDER, THE PROPORTION OF THE AVERAGE AID PACKAGE AWARDED IN THE FORM OF GRANT AID (THE MOST DESIRABLE TYPE) IS VIRTUALLY IDENTICAL. A SLIGHT DISPROPORTION FAVORING WOMEN EXISTS IN THE NUMBER OF RECIPIENTS OF NON-NEED BASED FINANCIAL AID.

RECREATIONAL ACTIVITIES

The institution utilizes student surveys, as well as feedback from student officials and sports supervisors, to identify recreational interests of both men and women students. All services associated with recreational activities are reported to be available on an equitable basis. Women continue to participate in much lower numbers. The implementation of more co-ed teams in the years since 1988-89 has begun to attract more women students into recreational activities.

OTHER STUDENT SERVICES

Health Services

All students are charged a quarterly health and counseling center fee for which routine care is provided at the Health Center. There are additional charges for all supplies, lab, and x-ray services, including those required by women for routine health care. There is an emphasis on women's health care, with a female physician assistant who specializes in this area. The report states that student health insurance does not seem to discriminate against either gender.

Special Services

The Minority Retention Program, Access Program, special tutoring and study skills programs, and Intensive English Program are designed to serve special student populations including students of underrepresented minorities and those admitted by alternative admission. All such programs served proportions of each gender similar to that of the student population as a whole. More males than females were denied regular admission, and a lower percentage of males than females in this group were then admitted by alternative means.

Placement Service

Employers are given an interview sheet which states the university's position on AA/EEO/Title IX. Listings and applications are reviewed. Student reported problems are

followed up. The institution reports that extensive educational programs are provided to students on the job application and selection process.

Child Care

Care is available for 32 full-time children, three to seven years of age. About 65% of their parents are women students and 35% are men students. Approximately 30-40 parents are denied service each year due to space constraints. The institution is currently undertaking additional study of this issue.

Student Organizations

"All student organizations and clubs are approved for recognition by the ASCWU Board of Directors. Recognition requires that an organization not discriminate [in] membership based on gender."

Student Codes, Housing, Residence Life and Activities

No gender discrepancies were noted in the study of student codes, housing, or residence life and activities. All residence buildings except one are co-ed. Sparks Hall houses only women and has limited visiting hours by student request. There are no men-only residences because there are "not enough students desiring such accommodations to even partially fill the smallest residence hall on campus."

Professional staff promote exploration of student diversities, including issues unique to each gender. There is extensive programming throughout the residence system to educate students about sexual harassment, assault, abuse, and rape, and specific policies and procedures for handling any incidents which arise.

There are a total of 286 family housing units at the university. Recently, they were filled by approximately 40% two-adult families, 40% female-headed, and 20% male-headed. Eighty families were awaiting space, 19% of whom were two-adult, 49% female-headed, and 32% male-headed.

All Other Facilities

Restroom and shower facilities for all other campus buildings were identified. Numbers and condition were described as fairly similar in most cases. Michaelson Hall, the Home Economics building, has significantly more toilet facilities for women than for men, while the physical plant building has fewer. Nicholson Pavilion has twice as many showers for men (6) as for women (3). Overall, 57% of the toilets/urinals are assigned to men, and 43% to women.

COMMENT: THERE IS, PERHAPS, A SLIGHT DISCREPANCY IN THE AVAILABILITY OF RESTROOM FACILITIES COMPARED TO THE STUDENT BODY POPULATION OF 47.6% MALE AND 52.4% FEMALE. A MORE COMPLETE PICTURE MIGHT BE ACHIEVED BY INCLUDING THE NEEDS OF FACULTY AND STAFF.

SEXUAL HARASSMENT, SEXUAL ASSAULT, ABUSE, AND RAPE

Policies, procedures, and activities regarding sexual harassment, sexual assault, abuse, and rape are described in the study. Institutional policies on sexual assault, abuse, and rape are currently undergoing revision. A Sexual Assault Task Force was recently formed to review existing services, develop comprehensive programming and materials for the prevention of assault. Extensive programming is conducted through the residence hall system.

INTERCOLLEGIATE ATHLETICS

Participation

In 1988-89 CWU offered nine varsity sports for men, seven for women, and one co-ed. Of the 417 athletes, 297 (71%) were men and 120 (29%) were women. Central Washington University notes that "the President believes the 39% goal to be artificial and without educational justification."

Scholarships

CWU provides very small amounts of financial assistance to its athletes. However, of the $20,653 available for the year reported, 88.4% was awarded to 27 male athletes and 11.6% to 4 female athletes. Work opportunities were made available to 5 additional women and 2 men out of their coaches individual budgets.

Central provides aid only in the form of more attractive packaging configurations--e.g., replacing loans or work study with additional grant funds--and only for athletes qualified for need-based financial aid through the regular institutional process. They suggest, but do not document, that fewer female than male athletes are eligible for financial aid.

Priority Level

The total budget for operating expenses was $261,503. Men's and women's teams are combined in reporting the budgets and expenditures for cross country, swimming, tennis, and track and field, and golf is a co-ed team. (For the present, it is assumed that the benefits of such expenditures are proportional to each gender's representation on joint and co-ed teams.) Administration, athletic training, benefits, federal and state work study, medical, overtime, and temporary are not allocated to individual sport budgets, so it is difficult to

evaluate their benefit to each gender. For most sports, coaches salaries are also not included in operating expenses. Of the $112,539 budgeted to specific sports, 71% is located for male athletes and 29% for females.

COMMENT: EQUITY DOES NOT REQUIRE EQUAL DOLLAR AMOUNTS TO BE SPENT ON EACH SPORT, BUT RATHER THAT PROPORTIONAL NUMBERS OF MEN AND WOMEN PARTICIPATE IN SPORTS THAT ARE SUPPORTED AT SIMILAR LEVELS OF LUXURY OR AUSTERITY. NO SPORT AT CWU ENJOYS THE LEVEL OF LUXURY FOUND AT THE LARGER INSTITUTIONS. THE DISPARITIES AMONG SPORTS APPEAR TO BE NARROWER AND THERE MAY BE NO PRIORITY SPORTS. NEVERTHELESS, BASED ON COACHING SALARIES, NUMBER OF ASSISTANT COACHES (AND COACH TO ATHLETE RATIO), FULL VERSUS PART-TIME COACHES, OPERATING BUDGET, AND FINANCIAL AID AWARDED TO ATHLETES, IT APPEARS THAT FOOTBALL AND MEN'S BASKETBALL ARE INTERMEDIATE LEVEL SPORTS. ALL OTHER SPORTS APPEAR TO BE SUPPORTED AT A MORE BASIC LEVEL. ALTHOUGH BASED ON LIMITED INFORMATION, THE FOLLOWING TABLE SUGGESTS THE RELATIONSHIP AMONG SPORTS AT THIS INSTITUTION:

TABLE V: PRIORITY LEVEL OF SPORTS BY GENDER

	MEN	*WOMEN*
PRIORITY		
INTERMEDIATE	*38%*	
BASIC	*62%*	*100%*

Coaching

The athletic program utilized 17 different coaches in 21 coaching positions. One of these, the assistant swimming coach, was a woman. The following table shows the number of athletes participating, level of coaching, and scholarships awarded for each sport:

TABLE VI: Participation, Financial Aid and Coaching, Central Washington University, 1988-89.

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	# AID	AVG $	G	%	YRS	SALARY	#	# AID	AVG $	G	%	YRS	SAL
Basketball	22	8	1,010	M	36%	24	18,120	24	1	1,030	M	28%	22	14,352
Cross Country	8			M	36%	21	10,440	8			M	17%	1	2,500
Track/Field	36	1	185	M	(Men's Cross Country Coach)			21	3	456	M	(Ass't. Football #1)		
Ass't.				M	(Ass't. Football #4)									
Soccer	25			M	17%	3	2,000	23			M	17%	2	2,000
Swimming	33			M	33%	24	11,619	19				Jointly Coached		
				F	33%	12	8,706							
Tennis	9			M	28%	1	2,500	10				Jointly Coached		
Golf (Co-EdTeam)	8			M	17%	5	2,300	1						
Baseball	44	2	500	M	44%	4	15,361							
Volleyball								14			M	17%	8	11,771
Football	92	16	562	M	42%	10	18,912							
Asst. 1				M	44%	8	13,804							
Asst. 2				M	(Baseball Coach)									
Asst. 3				M	17%	8	6,799							
Asst. 4				M	17%	4	2,500							
Wrestling	20			M	28%	3	3,500							

NOTE: # = number of participants # Aid = number receiving financial aid Av $ = average amount of financial aid
G = gender of coach % = percent of time paid for coaching Yrs = years of coaching experience
Sal = salary for coaching duties
Jointly Coached = men's and women's teams coached by the same coach(es)

BEST COPY AVAILABLE

COMMENT: *THE LACK OF OPPORTUNITY FOR ATHLETES TO SEE WOMEN COACHES AS ROLE MODELS WAS NOTED IN THE INSTITUTION'S SELF-STUDY AS A "SERIOUS PROBLEM." OVERALL, COACHES OF WOMEN-ONLY TEAMS TEND TO BE HIRED FOR A SMALLER PERCENTAGE OF THEIR TIME, POSSIBLY PROVIDING WOMEN IN COMPARABLE SPORTS SUCH AS BASKETBALL AND CROSS-COUNTRY WITH A LESS FAVORABLE COACH TO PLAYER RATIO. THE INSTITUTION SHOULD ADDRESS THESE ISSUES IN ITS PLAN.*

Sports Information/Promotion

The Sports Information Director writes weekly "releases for all sports." The director of University Publicity, a woman, "encourages equitable coverage."

Facilities

The institution states, but does not document, that facilities were provided on an equitable basis.

COMMENT: *BASED ON INFORMATION ABOUT OTHER INSTITUTIONS, INCLUDING SOME WHICH HAVE ALREADY UNDERTAKEN MAJOR GENDER EQUITY EFFORTS, IT WOULD BE HELPFUL FOR CENTRAL TO DOCUMENT THE AVAILABILITY OF COMPARABLE PRACTICE, COMPETITION, AND LOCKER ROOM FACILITIES FOR ATHLETES OF EACH GENDER.*

Other

The institution reports that equipment, trainers, practice and competition schedules, travel arrangements, awards, and other services were equitably provided to athletes of both genders.

CENTRAL WASHINGTON UNIVERSITY

GENDER EQUITY PLAN

Central Washington University identified potential issues in three areas of their self-study:

1. Student employment,
2. Gender representation within academic programs, and
3. Participation rates of women in athletics.

STUDENT EMPLOYMENT

CWU plans to study the job titles and wage rates of all on-campus student employees. This will first entail establishing and then collecting job titles for positions held by students. The Student Employment Coordinator will then review wage and job title information for 1990-91 to determine whether disparities continue, and if so "whether they can be attributed to job function or to gender." If gender is involved, "standard wage rates for regular student employees may need to be established." Data will be shared with on-campus employers to increase awareness and encourage equity.

COMMENT: *IF JOB FUNCTION APPEARS TO BE THE DETERMINING FACTOR, THE INSTITUTION WILL WANT TO EXAMINE HOW AND WHY MALE STUDENTS ARE FOUND IN HIGHER PAYING JOBS. ON-GOING MONITORING, WHICH WOULD TRIGGER ADDITIONAL PLANNING IF INEQUITIES REMAIN, WOULD ALSO BE APPROPRIATE.*

ACADEMIC PROGRAMS

Central notes that many students continue to make traditional choices when selecting academic majors. The institution states that "the sex role socialization experienced by many students prior to their admission to Central Washington University influences their choices of academic majors," and that "there is no evidence that the university discourages students from enrolling in the majors of their choice." Nevertheless, the university intends to be more active in encouraging students to consider the entire array of available majors:

1. Recruiting materials will be reviewed to ensure that students of both genders are portrayed appropriately.

2. Preview Week will include additional opportunities to examine options. An academic open-house will be held in one location using a theme such as, "Exploring Your Options--Expanding Your Limits." It will include presentations, departmental representatives of both genders, when possible, and career exploration and planning information.

3. Gender distribution data across majors will be distributed to deans and chairs. Faculty seminars and case studies will be used to generate support for strategies identified in the gender equity plan.

4. Academic departments with faculty disproportionately of one gender "will be encouraged to actively recruit and appoint members of the underrepresented sex as vacancies occur" in order to provide role models.

5. The university will collect and publicize information about students and alumni who are in fields non-traditional for their gender.

COMMENT: *THIS SECTION SHOULD BE STRENGTHENED BY ADDITIONAL SPECIFIC OBJECTIVES, SUCH AS ACTIVITIES OR DATES, THE COMPLETION OF WHICH COULD BE MEASURED. TWO PROGRAMS WERE NOTED IN THE STUDY AS OUTSTANDING EXAMPLES OF SUCCESSFUL STRATEGIES TO IMPROVE GENDER BALANCE. SHARING THOSE STRATEGIES WITH THE REST OF THE INSTITUTION AND/OR PUBLICLY RECOGNIZING SUCH "SUCCESS STORIES", AS WELL AS OTHER FORMS OF INCENTIVES, WOULD ALSO BE BENEFICIAL.*

INTERCOLLEGIATE ATHLETICS

Central Washington University plans to attempt to increase the number of women participating in three existing sports (cross country, swimming, and track and field) by:

1. On-campus publicity of athletic opportunities for women students, and

2. Additional recruiting efforts.

COMMENT: *SINCE 70 WOMEN NEED TO BE ADDED TO THE PROGRAM OVER THE NEXT THREE YEARS (ASSUMING THE PROPORTIONS HAVE NOT CHANGED SINCE 1988-89), IT IS OPTIMISTIC TO BELIEVE THAT IT COULD BE DONE WITHOUT ADDING AT LEAST ONE ADDITIONAL SPORT FOR WOMEN. THE ATHLETIC DEPARTMENT SUGGESTS THAT $30,000-40,000 WOULD BE REQUIRED FOR COACHES SALARY, EQUIPMENT, TRAVEL, ETC. IN ORDER TO ADD A SPORT SUCH AS SOFTBALL AT AN EQUITABLE LEVEL.*

CENTRAL'S PLAN ALSO DOES NOT ADDRESS THE LACK OF AVAILABILITY OF FEMALE COACHES AS ROLE MODELS.

THIS INSTITUTION IS UNIQUE IN ITS COMBINATION OF NEEDING TO MAKE SUBSTANTIAL PROGRESS IN ATHLETIC EQUITY, AND ITS INABILITY TO ACCESS THE MAJOR PORTION OF THE FUNDS ALLOCATED TO IT FOR THIS PURPOSE. CENTRAL CURRENTLY AWARDS $20,000-25,000 A YEAR IN ATHLETIC FINANCIAL AID, WHICH IS THE MAXIMUM THEY COULD REALIZE FROM THE GENDER EQUITY WAIVER PROGRAM BY REPLACING SCHOLARSHIP MONEY WITH TUITION AND FEE WAIVERS. THIS AMOUNT IS LESS THAN ONE-FIFTH OF ITS WAIVER ALLOCATION. THEY COULD UTILIZE MORE OF THEIR ALLOCATION BY AWARDING ADDITIONAL, NON-NEED BASED WAIVERS TO FEMALE ATHLETES, BUT THIS WOULD REQUIRE A MAJOR SHIFT IN THEIR PHILOSOPHY.

AT THE SAME TIME, IT IS NOT CLEAR AT THIS POINT THAT ALL ELIGIBLE WOMEN ARE RECEIVING "AID CONFIGURATION ENHANCEMENT" ASSISTANCE. IT WAS EMPHASIZED THAT THE $20,000-25,000 CURRENTLY USED FOR THIS PURPOSE REPRESENTS MAINLY THE LIMITS OF FUNDRAISING POTENTIAL RATHER THAN TOTAL NEED. THERE MAY BE ADDITIONAL WOMEN ATHLETES RECEIVING FINANCIAL AID WHO WOULD BE ELIGIBLE FOR THE NEW WAIVERS WITHIN CWU'S CURRENT PHILOSOPHY. THIS IS AN AREA THAT NEEDS CLOSER EXAMINATION BY THE INSTITUTION.

FURTHERMORE, IT SHOULD BE RECOGNIZED THAT ANY ADDITIONAL AMOUNT THAT THE INSTITUTION OR THE SUPPORTERS OF THE ATHLETIC PROGRAM WERE ABLE TO CONTRIBUTE TO THE PROGRAM WOULD ESSENTIALLY BE MATCHED 100% BY THE TUITION AND FEE WAIVER PROGRAM, UP TO THE ALLOTTED LIMIT.

IN SUMMARY, CENTRAL'S PLAN FOR ATHLETICS NEEDS TO CONSIDER:

1. *THE ADDITION OF ANOTHER WOMEN'S SPORT,*
2. *THE NEED FOR ADDITIONAL WOMEN COACHES,*
3. *THE PROVISION OF EQUITABLE ATHLETIC SCHOLARSHIPS (OR DOCUMENTATION THAT THEY ARE NOT NEEDED), AND*
4. *MOVING TOWARD EQUITABLE FACILITIES (OR DOCUMENTATION THAT THIS IS ALREADY THE CASE, AND WOULD CONTINUE WITH THE ADDITION OF 70 WOMEN ATHLETES)*

OTHER

***COMMENT:** THE INSTITUTION SHOULD CONSIDER THE QUESTION OF EQUITABLE RESTROOM AVAILABILITY WITH A GOAL OF ADDRESSING THIS ISSUE IN THE DESIGN OF NEW OR REMODELED FACILITIES.*

III. EASTERN WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 8,198

WOMEN UNDERGRADUATES: 54.7%
MEN UNDERGRADUATES: 45.3%

WOMEN GRADUATE STUDENTS: 62%
MEN GRADUATE STUDENTS: 38%

ACADEMICS: Of the 32 undergraduate departments or programs responding to the institutional request for information, 13 identified discrepancies in the participation rates of men and women students.

Twenty of the 27 graduate majors with enrollments over 10 also showed a gender discrepancy.

STUDENT SERVICES: In financial aid, further evaluation is needed of the distribution of grant, loan, and work aid by gender.

ATHLETICS: Participants: 26.2% women
73.8% men

Coaches (total): 17 men; 4 women
Women's Teams: 2 men; 3 women
Jointly Coached: 1 man; 1 woman
Men's Teams: 14 men

Athletic Financial Aid: 20.3% to women
79.7% to men

Administration, Facilities, Promotion: Equity questions remain, but are being addressed.

BEST COPY AVAILABLE

EASTERN WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

INTRODUCTION

In the fall of 1988 Eastern Washington University's enrollment was 54.7% females and 45.3% males out of an overall enrollment of 8,198 students. Graduating students reflected a similar ratio.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate non-discrimination statements and complaint procedures are in place.

ACADEMIC/ADMISSIONS

Institutional undergraduate and graduate admissions procedures are described. Few departments have additional admission requirements.

The survey was distributed to eight schools and colleges offering 65 majors. Of the 32 departments or programs responding to the survey used by the institution to collect information, thirteen reported discrepancies in the participation rates of male and female students. The following profiles of the ten departments reporting a disproportionate number of men students summarize the information requested in the guidelines. Of particular note are departmental efforts to influence gender balance.

Government: Undergraduate majors: 64% (38) males and 36% (21) females.

No special recruiting, retention, gender equity training, or curriculum integration activities. Letters are sent to all students who do well in Government 100.

Philosophy: Undergraduate majors: 6 males and 1 female.

No special retention, recruiting, training, or integration activities.

The department notes that substantially more females than males take courses in the department.

Economics: Undergraduates: 24 males and 6 females.

No special recruiting, retention, or training activities. Admission requires 2.0 in Intro. to Microeconomics and Macroeconomics.

A female faculty member is working closely with the Women's Studies Program to encourage more female students to study this field. Emphasis on recruiting female majors is made through academic advising. Course entitled Economics of Women and Work is jointly offered with Women's Studies. Faculty teach other Women's Studies courses.

History and Social Studies:

Undergraduate majors:
History--28 males and 13 females
Social Studies--72 males and 22 females
Graduate majors:
History--19 males and 12 females
TA's--3 males and 1 female
RA's--2 males and 1 female

No special recruiting, retention or training programs.
Until the change in the teacher certification law in 1987, the practice was to place emphasis on males in the Social Sciences who could also coach.

Extensive cooperation between this department and Women's Studies with cross-listings each quarter.

Chemistry/Biochemistry:

Undergraduates:	73% male and 27% female
Pre-nursing:	10% male and 90% female
TA's:	15 male and 8 female

No special recruiting, retention, integration or training programs.

Biology of Women cross-listed with Women's Studies.

Computer Science:

Undergraduates: 44 males and 14 females
Graduate enrollment: 36 males and 12 females
TA's: 3 males and 3 females

No special recruiting, retention, or training activities, except aggressively seeking scholarships for females. Imbalance due to "societal pressures and stereotypes external to Eastern." Department has increased the number of females as faculty, teaching assistantships, and tutors.

Physics:

Undergraduates: 10 males and 2 females

No special recruiting or training programs. Close advising for retention.

"EWU has done fairly well over the years in attracting and graduating outstanding female students. . . .This is a national problem. . . . Young females are seldom attracted to any science, especially physics or engineering."

Cross-listed Women in Science with Women's Studies.

Geology:

Undergraduates: 13 males and 4 females
Graduates: 30 males and 6 females
TA's: 4 males and 1 female

No special recruiting, retention, or training activities, other than brochure.

Department notes old biases held by students and females not realizing the large number of professional opportunities in geology.

Cross-list Women in Science with Women's Studies.

Public Administration:

Graduate majors: 11 males and 3 females
TA's (over 5 years): 11 males and 9 females

Admission by GPA, references, resume, and essay, plus a departmental goal of increasing the number of "protected group members who possess [an MPA]. "No specific recruiting, retention, equity training, or curriculum integration identified.

Technology:

Undergraduates: 75% males and 25% females

No special recruiting, retention, training or integration activities.

Department suggests that, although females are welcome and have been very successful, they may not be as attracted to a field involving "skills that include a certain amount of physical danger."

The following three departments reported a disproportionate number of women students:

Communication Disorders:

Undergraduates: 8 males and 55 females
Graduates: 17 females

No special recruiting, retention, integration or training activities.

"There are more women in the 'helping' professions."

English: Undergraduates: 114 males and 267 females
Graduates: 55 males and 69 females
Honors: 23 males and 32 females

No special recruiting or retention activities. Gender equity topic of faculty and TA training meetings. Standard placement data plus diagnostic essays for undergraduate admission; GPA, GRE and writing samples for graduate admission.

The department advises men of good teaching opportunities. They select text books that represent women writers and scholars.

Psychology: Undergraduates: 19 males and 53 females
Graduates: 12 males and 16 females

No special recruiting, retention, or training activities.

Psychology of Women is cross-listed with the Women's Studies Program.

COMMENT: *IT SHOULD BE NOTED THAT SIX OF THE MAJORS OR DEPARTMENTS NOT REPORTING WERE AMONG THOSE WITH A TRADITIONAL PREPONDERANCE OF WOMEN STUDENTS, INCLUDING:*

DENTAL HYGIENE
EDUCATION
FOOD-NUTRITION/DIETETICS
MODERN LANGUAGES & LITERATURE
NURSING
SOCIAL WORK

COUNSELING AND USE OF APPRAISAL AND COUNSELING MATERIALS

The institution reports that its appraisal and counseling materials and test interpretations are free of gender bias.

STUDENT EMPLOYMENT

Data supplied in the self-study confirms that there are no discrepancies in the level of wages paid to male and female students employed by the institution. The Student Employment Office has procedures for handling potential off-campus discrimination.

FINANCIAL AID

NEED BASED

EWU awarded $11,718,522 of need-based financial aid for 1988-89. Of that amount 50% was awarded as grants, 42.8% as loans, and 6.9% as work. The report describes the financial aid packaging policies and states that there are no policies which impact the achievement of gender equity. It states that, for students meeting application deadlines, 48% of need is initially awarded as grant aid with loans and work making up the remainder of aid awarded. The following tables show details of EWU's financial aid awards for 1988-89, by gender:

TABLE I: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Need-based Financial Aid:	*Males*	*Females*
A. Percent of the total need for aid required by each gender	*40.2%*	*59.8%*
B. Proportion of need unmet after aid awarded	*18.5%*	*20.1%*
C. Percent of all grant aid awarded to each gender	*43%*	*57%*
D. Percent of all loan aid awarded to each gender	*39%*	*61%*
E. Percent of all work aid awarded to each gender	*34%*	*66%*

Line A (above) indicates that 59.8% of the total amount of need identified for all EWU applicants by the federally-approved standard application was the financial need of women students, while 40.2% was the need of men students. With a student body of 54.7% women and 45.3% men, women had a slightly higher average need level ($4,962) compared to that of men ($4,752).

Line B notes the slight difference in the percent of need remaining unmet, by gender, after all aid has been awarded.

Lines C, D, and E note the percent of each type of aid awarded to each gender.

COMMENT: *GRANT AID, THE MOST DESIRABLE TYPE OF AID, IS AWARDED TO MEN SLIGHTLY IN EXCESS OF THE PROPORTION OF THEIR NEED, WHILE WOMEN RECEIVE SLIGHTLY LESS THAN THE PROPORTION OF THEIR NEED IN THAT SPECIFIC TYPE OF AID. WOMEN RECEIVE A SLIGHTLY HIGHER PROPORTION OF ALL LOAN AND WORK AID AWARDED THAN THEIR PROPORTION OF NEED WOULD PREDICT.*

TABLE II: Proportion of Aid Package by Type of Aid

For Each Student Receiving Aid:	*Males*	*Females*
Average Proportion of aid awarded as grants	*53.1%*	*48.3%*
Average Proportion of aid awarded as loans	*41.4%*	*44.0%*
Average Proportion of aid awarded as work	*5.8%*	*7.7%*
Total	*100%*	*100%*

Table II portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, 53.1% was in the form of grants, 41.4% in the form of loans, and 5.8% as work awards.

COMMENT: *WOMEN RECEIVED A SLIGHTLY LOWER PROPORTION OF GRANTS AND A HIGHER PROPORTION OF LOANS AND WORK. AS PART OF A ONE-YEAR "SNAPSHOT," THESE DIFFERENCES MAY BE TOO SMALL TO BE SIGNIFICANT, BUT ARE OF INTEREST AS A POSSIBLE TREND OVER A LONGER PERIOD.*

RECREATIONAL ACTIVITIES

EWU reported on eight relatively small club activities designed for recreational and competitive participation. Marksmanship, cycling, skiing, swimming, racquetball, volleyball, soccer, and jazz dance were included. Soccer is open only to women, jazz dance requires competitive try-outs, and marksmanship is limited to students enrolled in military science. Other clubs are open to all students and many to community members as well.

OTHER STUDENT SERVICES

Health Services

Major medical insurance coverage appears to be gender neutral. No other medical services are provided.

Placement Services

Career Planning and Placement requires employers to sign an equal opportunity statement. EWU states that they follow up on any student reports of discriminatory actions or questions in interviews.

BEST COPY AVAILABLE

Special Services

Women's Studies Program: This area has an undergraduate minor; the ratio in most courses is 10 women to one man. Men students are encouraged to participate and appropriate approaches to gender of students in the classroom will be a focus this year;

Program pioneered in curriculum integration in the northwest, including 23 university courses, mostly General University Requirements.

Black Education Program: This area has an undergraduate minor; classes attract nearly equal numbers of each gender. There are always more African-American females involved in activities than males, reflecting the African-American community. The program recruits through high schools, visits, and phone calls.

The program works closely with the women's studies Curriculum Integration Project.

Chicano Education Program: This program is especially aggressive in university recruiting efforts, including a Minority Team Conference, high school and community college visits, student visits, parent and student conferences, Spanish language media, etc.; it engages in intensive retention efforts.

The program faculty attempt to integrate Chicana themes into the course work.

University Honors: SAT, GPA, and letters of recommendation are considered for admission. Recruiting is done through high schools. All qualified males receive recruiting material, which has been evaluated to be gender neutral. Undergraduates are 33% male and 67% female. Staff suggests that female high school seniors may have developed more maturity, achievement, and direction.

Gender balanced curriculum materials have been integrated into freshman honors programs.

Child Care

At the time of the self-study there was no institutionally sponsored child care program. EWU currently supports child care through a contract with the Cheney YMCA to provide services near campus in a building rented from the city by the institution. This arrangement was the result of a 1990 study showing widespread interest in child care on or near campus, but it did not attempt to link availability to student retention. Approximately 100 children are currently being served.

Student Organizations

Associated Students of Eastern Washington University (ASEWU) policies state that, "No state, federal, or other law shall be violated," and that, "All events must be open to all students of Eastern Washington University."

Student Codes, Housing, Residence Life and Activities

No gender discrepancies were noted in the study of student codes, housing, or residence life and activities. All residence buildings are co-ed, with available single units assigned on the basis of seniority. Sixty-eight student families live in family housing: 52 two adult families, 15 female-headed families, and one mobility impaired, single, male student.

All Other Facilities

EWU reports that restroom space for women and men is almost equal. Information was not provided about the availability of specific restroom equipment.

SEXUAL HARASSMENT, SEXUAL ASSAULT, ABUSE, AND RAPE

Policies and activities in all of these areas are described. Materials and examples of awareness presentations were included with the self-study report.

INTERCOLLEGIATE ATHLETICS

Participation

In 1988-89 Eastern sponsored eight varsity sports for men and six for women. (Two of these, wrestling and baseball, were discontinued in the summer of 1990.) There were 328 athletes, of whom 26.2% (86) were women and 73.8% (242) were men.

Scholarships

The athletic department awarded $512,921 in aid that year, 20.3% of it to women and 79.7% to men. Of the 86 female athletes, 40.7% (35) received some level of athletic financial aid. The same was true for 52.5% (127) of the 242 male athletes.

Coaching

EWU had a total of 21 (17 men and 4 women) coaches and assistant coaches in 1988-89. Women athletes were coached by seven individuals, four women and three men. Men athletes were coached by fifteen men and one woman (The two tennis teams were jointly coached by a female head coach and male assistant coach.) The following table identifies the level of coaching and number and amount of scholarship aid awarded for each sport:

Promotion and Publicity

The sports information director handles team publicity. A student assistant is assigned primarily to women's sports. Football, volleyball, and men and women's basketball are identified by EWU as most heavily promoted.

TABLE III: Participation, Financial Aid, and Coaching, Eastern Washington University, 1988-89.

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	AID	AV $	G	%	YRS	SAL	#	# AID	AV $	G	%	YRS	SAL
Baseball	25	20	2,086	M	50%	20	37,595							
Basketball	17	14	5,487	M	72%	2	37,688	13			M	72%	15	34,040
Ass't.				M	72%	2	16,140				F	72%	9	17,194
Ass't.				M	72%	1	15,279							
Cross Country and	15	14	1,488	M	72%	5	29,537	10	10	1,473	F	72%	2	22,540
Track & Field	32			M	26%	25	3,000	20			M	26%	25	3,000
Tennis	14			F	36%	12	7,556	11	2	806	(Jointly Coached)			
Ass't.				M	14%	1	2,000							
Wrestling	18			M	50%	5	9,358							
Volleyball								12	10	3,387	F	72%	11	28,972
Football	89	79	3,407	M	72%	20	64,834							
Ass't.				M	85%	23	32,688							
Ass't.				M	72%	9	23,119							
Ass't.				M	72%	7	23,824							
Ass't.				M	68%	3	15,972							
Ass't.				M	68%	5	15,972							
Ass't.				M	44%	30	13,000							

NOTE: # = number of participants # AID = number receiving financial aid AV $ = average amount of financial aid
G = gender of coach % = percent of time paid for coaching YRS = years of coaching experience
Sal = salary for coaching duties
Jointly Coached = men's and women's teams coached by the same coach

41

42

BEST COPY AVAILABLE

Facilities

The Self-Study report states that extremely adequate facilities make it possible to satisfactorily accommodate the needs of all teams. It states that priority teams, such as men's and women's basketball, share priority facilities by rotating practice times.

COMMENT: *IT IS VERY UNUSUAL FOR AN INSTITUTION TO HAVE RESOLVED ALL OF THE INEQUITIES IN LOCKER ROOMS, PRACTICE, AND COMPETITION FACILITIES AT THIS POINT. IT IS MOST LIKELY TO OCCUR WHERE ATHLETIC FACILITIES ARE NEW AND WERE CONSTRUCTED WITH GENDER EQUITY IN MIND. CONSEQUENTLY, IT IS IMPORTANT FOR AN INSTITUTION WITH EQUITABLE FACILITIES TO CLEARLY DOCUMENT THIS SITUATION.*

Priority Level and Expenditures

Overall, across the categories of financial aid, salary/benefits, and travel/operations, 22.7% of the budget was expended on women's sports, while 77.3% went to men's sports.

COMMENT: *EQUITY DOES NOT REQUIRE EQUAL DOLLAR AMOUNTS TO BE SPENT ON EACH SPORT, BUT RATHER THAT PROPORTIONAL NUMBERS OF MEN AND WOMEN PARTICIPATE IN SPORTS THAT ARE SUPPORTED AT SIMILAR LEVELS OF LUXURY OR AUSTERITY. BASED ON COACHING SALARIES, NUMBER OF ASSISTANT COACHES (AND COACH TO ATHLETE RATIO), FULL VERSUS PART-TIME COACHES, MARKETING AND PROMOTIONAL EFFORTS, AND FINANCIAL AID AWARDED TO ATHLETES, IT APPEARS THAT FOOTBALL WAS THE PRIORITY SPORT AT EWU, WITH BASEBALL AND MEN'S AND WOMEN'S BASKETBALL AT A SLIGHTLY LOWER LEVEL. TRACK AND FIELD SPORTS AND VOLLEYBALL OCCUPIED AN INTERMEDIATE TIER, WHILE WRESTLING AND MEN'S AND WOMEN'S TENNIS RECEIVED A MORE BASIC LEVEL OF SUPPORT.*

The following chart shows the percent of men and women who participated in sports supported at each level:

TABLE IV: Priority Level of Athletes By Gender

	MEN	WOMEN
PRIORITY-A	37%	
PRIORITY-B	17%	15%
INTERMEDIATE	33%	72%
BASIC	13%	13%

Summary

COMMENT: *THE UNIVERSITY IS AWARE OF THE DISCREPANCIES REFLECTED IN THIS REPORT ON ATHLETICS. SIGNIFICANT CHANGES HAVE ALREADY OCCURRED IN THEIR PROGRAM SINCE 1988-89, AND THEIR GENDER EQUITY PLAN IS EXPECTED TO ADDRESS ATHLETICS IN DETAIL.*

BEST COPY AVAILABLE

EASTERN WASHINGTON UNIVERSITY

GENDER EQUITY ACTION PLAN

EWU plans to continue to monitor several areas in which no overt discrepancies were found in order to assure continued compliance:

Non-discrimination statement
Complaint Procedure
Counseling and Use of Appraisal and Counseling Materials
Recreational Activities
Student Codes of Conduct and Rules
Sexual Harassment, Sexual Assault, Abuse and Rape

In the following areas specific actions or activities are planned:

ACADEMIC AFFAIRS

1. By February 1992, complete an expanded gender equity study, including recommendations for the achievement of full gender equity in Academic Affairs by 1996.

2. Utilize the following recommendations and activities in the development of the expanded plan:
   a. Identify more specific data on numbers of applicants and acceptances to departments with gender disproportions, and more information on reasons for the disproportions.

   b. Develop recruiting strategies for the underrepresented gender in departments with disproportionate majors, including using department representatives and alumni in visits to community colleges and high schools, career fairs, prospective student visits, etc., developing private scholarships for underrepresented students, and locating grants for recruiting and retention.

c. Track students of the underrepresented gender who maintain the necessary GPA but leave the program.

d. Survey students in departments with gender disproportions to learn more about their choices. Incorporate this information into recruiting efforts.

e. Establish in-service activities at the department, college and university level. Establish a mentor system for new faculty.

f. Change boundaries of General University Requirement (GUR) courses so that they must be integrated in order to satisfy the GUR requirement. Make available incentive grants for research and re-structuring of existing courses.

e. Review student evaluations for gender issues. Offer an annual faculty workshop about correcting gender bias in the classroom.

STUDENT EMPLOYMENT

Add an annual training program for students on gender issues in employment.

FINANCIAL AID

1. By February 1992, complete a study and plan to correct any gender-based inequity in financial aid.

2. Address the issue of whether equity in financial aid programs should be based on aggregate dollars granted or aggregate percentage of need met. EWU awards more total dollars and more average dollars per student to females, yet females still have a 40% greater unmet need than males.

OTHER STUDENT SERVICES

Placement Services

1. Provide all on-campus recruiters with a notice of EWU's commitment to affirmative action and a copy of the Human Rights Commission publication, "Pre-employment Inquiries and Screening."

2. Maintain a log of complaints of discrimination, to be followed up by the Affirmative Action Officer.

Child Care

Expand the child care availability for students in both Cheney and Spokane.

Student Evaluation

Beginning in May 1991, all students will be asked to evaluate the student services received that year.

INTERCOLLEGIATE ATHLETICS

EWU has developed a draft plan designed to achieve gender equity in its athletic programs. A gender equity athletic plan will be finalized in conjunction with the overall athletic plan currently under consideration by the institution.

Seven specific areas are targeted for action:

1. **Opportunities for Participation.** In order to meet both NCAA and statutory requirements, the institution anticipates adding men's and women's golf, plus one other sport for women (soccer, softball, or swimming), bringing the participation ratio to 62.1% men and 37.9% women. EWU expects to have to reduce the number of participants in existing men's sports in order to meet the 39% goal.

2. **Financial Aid.** Nine scholarships would be added for men and 35 for women, for a funding ratio of 60.6% to men and 39.4% to women.

3. **Travel and Operations Expenditures.** An initial amount of $10,000 per year each would be allocated for men's and women's golf and $25,000 for the additional women's sport. Expenditures on women's sports would continue to be increased, in conjunction with a decrease in spending on men's sports, if necessary, in order to match the participation goal.

4. **Salaries and Benefits Expenditures.** An initial amount of $56,000 a year would be allocated for coaching salaries for the new sports. Additional expenditures would be allocated to match expenditures in this area to the participation goal. Expenditures on men's sports might be cut in this area as well.

5. **Opportunities to Receive Coaching.** Two additional coaching positions would be added in women's sports (one in volleyball and one other).

6. **Publicity.** A half-time position is needed specifically to handle publicity for women's teams.

7. **Gender of Coaches/Administration.** Some provision must be made to actively seek females for administrative and coaching positions.

SUMMARY

COMMENT: *IN MANY AREAS THIS PLAN REPRESENTS A COMMITMENT TO MONITOR AND TO PLAN. HOWEVER, THE ACTIVITIES AND STRATEGIES IDENTIFIED TO DATE ARE BASED ON SPECIFIC EQUITY GOALS AND INCLUDE, FOR THE MOST PART, MEASURABLE OBJECTIVES.*

IV. THE EVERGREEN STATE COLLEGE

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 3,250

WOMEN UNDERGRADUATES: 56%
MEN UNDERGRADUATES: 44%

WOMEN GRADUATE STUDENTS: 47%
MEN GRADUATE STUDENTS: 53%

ACADEMICS: Of 15 undergraduate and graduate specialty areas four showed discrepancies between numbers of men and women enrolled. Two academic programs within one specialty area also showed gender discrepancies in enrollment.

STUDENT SERVICES: Non-need based financial aid was awarded disproportionately to women.

One of two health available health insurance plans may not cover women equitably.

ATHLETICS:

Participants: 49% women
51% men

Coaches (total): 2 men; 1 woman
Women's Teams: 1 woman
Jointly Coached: 1 man
Men's Teams: 1 man

Athletic Financial Aid: 50% to women
50% to men

Administration,
Facilities,
Promotion: No equity issues noted

BEST COPY AVAILABLE

THE EVERGREEN STATE COLLEGE

GENDER EQUITY SELF-STUDY

INTRODUCTION

The Evergreen State College has a student body comprised of 56% women and 44% men. Of the faculty, 36.5% are women. The college states that it has been the policy and practice of the college for many years to actively work to eliminate gender bias in all of its programs and practices.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate non-discrimination statements and complaint procedures are in place.

ACADEMIC/ADMISSIONS

Admissions procedures to the institution and to individual programs are described. The only standardized tests used are those required by the HECB. Only two undergraduate programs have specific entrance requirements, both of which include an examination in mathematics. Proportions of male and female applicants, admits and new students enrolling for Fall, 1988 are displayed in the following chart:

TABLE I: Students Applying, Admitted, and Enrolled by Gender

	Applicants	Admitted	Enrolled		
			Freshman	Transfer	Graduate
Female	59%	59%	60%	58%	51%
Male	41%	41%	40%	42%	49%

TESC engages in a variety of recruiting activities at the all-college level, but not by program or department. Retention activities are similarly centralized and designed to be free of gender bias. The Enrollment Coordinating Committee reviews recruiting publications annually with specific attention to the balanced representation of gender and color.

BEST COPY AVAILABLE

TESC does not have academic departments and does not hire teaching or research assistants.

The following chart identifies the number of males and females enrolled in each specialty area for Fall 1988:

TABLE II: Specialty Areas by Gender

AREA	WOMEN	MEN	TOTAL
CORE	354 (58%)	257 (42%)	611
Applied Social Theory	88 (66%)	44 (34%)	132
Environmental Studies	113 (49%)	116 (51%)	229
Expressive Arts	266 (58%)	190 (42%)	456
Humanities	49 (37%)	84 (63%)	133
Language and Culture Center	98 (68%)	47 (32%)	145
Management	86 (44%)	88 (56%)	194
Native American Studies	106 (55%)	88 (45%)	194
Political Economy	93 (49%)	95 (51%)	188
Science & Human Values	30 (50%)	30 (50%)	60
Science, Technology & Health	308 (57%)	235 (43%)	543
Tacoma Program	80 (61%)	52 (39%)	132
Vancouver Program	69 (74%)	24 (26%)	93
Master in Environmental Studies	36 (40%)	54 (60%)	91
Master in Public Administration	38 (55%)	31 (45%)	69

COMMENT: *THE HUMANITIES, MANAGEMENT, AND MASTER IN ENVIRONMENTAL STUDIES PROGRAMS HAVE A SLIGHT PREPONDERANCE OF MEN STUDENTS, WHILE THE LANGUAGE AND CULTURE CENTER SERVES A SLIGHT PREPONDERANCE OF WOMEN STUDENTS. THE VANCOUVER PROGRAM ALSO HAD A PREPONDERANCE OF WOMEN, BUT IT IS NO LONGER IN OPERATION. TWO SPECIFIC ACADEMIC PROGRAMS, NOT APPARENT IN THE ABOVE SUMMARY, REFLECT MORE DISPROPORTIONATE ENROLLMENT BY GENDER. "COMPUTABILITY AND COGNITION" (19% WOMEN) AND "MATTER AND MOTION" (26% WOMEN) ARE ALSO THE TWO PROGRAMS WITH ENTRANCE REQUIREMENTS IN MATHEMATICS.*

TESC does not formally provide in-service education about gender equity in the classroom. Their self-study states that "women's studies and women's scholarship are incorporated throughout the curriculum, not as a matter of policy, but because of extensive faculty interest." Examination of efforts to integrate gender and ethnic diversity into the curriculum is included as part of the criteria in their ongoing internal program review process.

Cooperative education requires signed agreements of nondiscrimination from all sponsoring organizations.

COUNSELING

Evergreen's counseling center does no testing. Published information, workshop materials, staff training manuals, and library resources for educational and career counseling have been reviewed for gender-neutrality.

Avenues by which students receive information on child care services, equal opportunity legislation, health issues, and other matters that may affect their choice of courses and careers are detailed in the report.

Male and female counselors are not both available in all of the areas which provide counseling services. More of the various services which provide counseling are staffed only by females than only by males. A system of trained faculty, staff, and peer para-professionals has been developed to alleviate this situation.

Several student fee-funded groups, as well as counseling center support groups, are available to assist students questioning gender-specific social roles.

STUDENT EMPLOYMENT

Evergreen has reported the hourly wage rates for males and females employed by federal and state work-study, and by institutional employment. There do not appear to be significant discrepancies by gender.

RECREATION

Availability of equipment, supplies, transportation, officials, publicity, and scheduling of games and practices are designed to be gender neutral and equitably distributed. Participation was 54% men and 46% women. Efforts are made to engage underrepresented groups in recreational activities. All activities are co-ed, except men's and women's basketball clubs and women's lacrosse club.

SEXUAL HARASSMENT

The report describes TESC's sexual harassment policy, grievance procedures, and on-going educational efforts. Their policies are currently undergoing revision.

FINANCIAL AID

Need-based Aid

TESC awarded $5,753,150 of need-based financial aid for 1988-89. The report describes the financial aid packaging policies and states that determination of need is a "gender blind" process.

The following tables show details of TESC's financial aid awards for 1988-89, by gender:

TABLE III: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Aid:	*Males*	*Females*
A. Percent of the total need for financial aid required by each gender	*41.7 %*	*58.3 %*
B. Proportion of need unmet after aid awarded	*8 % **	*4 % **
C. Percent of all grant aid awarded to each gender	*39.5 %*	*60.5 %*
D. Percent of all loan aid awarded to each gender	*40.8 %*	*59.2 %*
E. Percent of all work aid awarded to each gender	*43.7 %*	*56.3 %*

** Numbers are approximate*

Line A (above) identifies that 58.3% of the total amount of need identified for all TESC applicants by the federally-approved standard application was the financial need of women students, while 41.7% was the need of men students.

Line B notes the percent of need remaining unmet, by gender, after all aid had been awarded.

Lines C, D, and E note the percent of the total amount of each type of aid awarded to each gender.

TABLE IV: Proportion of Aid Package by Type of Aid

For All Students Receiving Aid:	*Males*	*Females*
Proportion of aid awarded as grants	*45.8%*	*48.0%*
Proportion of aid awarded as loans	*38.5%*	*38.2%*
Proportion of aid awarded as work	*15.7%*	*13.8%*
Total	*100 %*	*100 %*

Table II portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, 45.8% was in the form of grants, 38.5% in the form of loans, and 15.7% as work awards.

Non-need based

Evergreen's summary of non-need based aid showed that 65.9% of the total was awarded to women and 34.5% to men, compared to 56% women and 44% men in the student population.

COMMENT: NEED-BASED AID SHOWS NO SIGNIFICANT GENDER DISCREPANCIES. NON-NEED BASED AID WAS AWARDED DISPROPORTIONATELY TO WOMEN. THIS ISSUE IS ADDRESSED IN THE INSTITUTION'S GENDER EQUITY PLAN.

OTHER STUDENT SERVICES

Health Services: In general, all health services and insurance are provided equitably to both genders. The only exception is one of two available health insurance plans which does not cover birth control or pap smears for women. Routine examinations for men, including lab fees, are generally covered.

First People's Advising, Learning Resource Center, Upward Bound, Career Workshops and Counseling, etc.: Utilization statistics are provided for a wide variety of services. Virtually all show a gender pattern similar to that of the student body as a whole. Since math tutors were made available in the fall of 1989, women requested 58% of the English tutoring, but just 42% of the math tutoring.

Child Care: Approximately 80% of the students utilizing the child care center are women. There is currently no waiting list. Records of students turned down or on waiting lists are not maintained by gender.

Student Organizations: All recognized student organizations, both funded and non-funded, must sign a non-discrimination statement. Student leadership training provides workshops on gender justice issues.

Student Codes of Conduct and Rules: All rules are gender neutral.

Housing: All buildings are co-ed, with each rental unit assigned to either males or females. Attempts are made to assign men and women equally to the ten different types of units available. Students housed on campus are approximately 55% women and 45% men. There are extremely few requests for family housing on-campus. Most families prefer to live in the community.

Other Facilities: Restrooms and their equipment are detailed in the report. They appear to be equitably distributed. The report states that they are all in very similar states of repair and cleanliness.

INTERCOLLEGIATE ATHLETICS

TESC fields four intercollegiate teams: men's and women's soccer teams and men's and women's swim teams. There are 43 women and 45 men team members.

Soccer teams practice and play separately and are coached by one man for the men's team and one woman for the women's team. The swim teams practice and compete together and were coached by a man. All three coaches are part-time, professional, and are paid equitably.

The college states that all facilities are assigned equitably and are equivalent in space and condition. All teams compete in pre- and post-season play and have equivalent travel arrangements, publicity, and services. Summer camps fund 11 partial scholarships for men and 11 for women. The total dollar amounts are also equal.

The table on the following page displays the number of athletes, financial aid awarded, and availability and level of coaching for each sport by gender.

TABLE V: Participation, Financial Aid, and Coaching, The Evergreen State College, 1988-89.

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	# AID	AVG $	G	%	YRS	SAL	#	# Aid	Avg $	G	%	Yrs	Sal
Soccer	18	6	439	M	25%	20	6,723	17	6	439	F	25%	3	5,058
Swimming	27	5	439	M	25%	10	5,904	26	5	439	(Joint Coaching)			

NOTE: # = number of participants # Aid = number receiving financial aid
Av $ = average amount of financial aid G = gender of coach % = percent of time paid for coaching
Yrs = years of coaching experience Sal = salary for coaching duties
Jointly Coached = men's and women's teams coached by the same coach(es)

55

56

BEST COPY AVAILABLE

THE EVERGREEN STATE COLLEGE

GENDER EQUITY PLAN

The three areas of concern to the reviewers at TESC were the gender composition of the two academic programs based on science and mathematics, the proportion of institutional scholarships awarded to women and the disparities in the Hartford Insurance Plan for Students. All three areas are addressed in their plan.

Efforts to address these issues include the following:

ACADEMIC AFFAIRS

1. The institution has recently opened a mathematics center designed to expose most beginning students to math, and with tutors to provide individual assistance.

2. Specific attention is now being paid to including books by and about women in science seminar reading lists.

3. Over twenty percent of the faculty teaching in the science/math/computer programs are now women.

4. The institution will monitor gender proportions in the programs in question to determine if additional efforts are needed.

FINANCIAL AID

Institutional processes for awarding non-need based scholarships were reviewed upon completion of the self-study. It was determined that,

1) the selection committee was diverse and representative of the institution, and

2) for merit-based scholarships, the women applicants were more highly qualified.

STUDENT SERVICES

Based on the findings of the self-study, the institution will review the insurance benefits offered for all students, both male and female, and select "the best suited company" for the next two-year period, 1991-93.

V. UNIVERSITY OF WASHINGTON

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 34,142

WOMEN UNDERGRADUATES: 50%
MEN UNDERGRADUATES: 50%

WOMEN GRADUATE STUDENTS: 44.4%
MEN GRADUATE STUDENTS: 55.6%

ACADEMICS: Of 132 undergraduate majors in which more than 10 students were enrolled, 53 showed discrepancies between numbers of men and women enrolled.

Fifty-one out of 92 graduate majors also showed a gender discrepancy.

STUDENT SERVICES: Student employment was identified as an area which will need to be monitored further, since there is a trend for more males to fall at the upper end of the pay scale.

ATHLETICS:

Participants: 32.8% women
67.2% men

Coaches (total): 34 men; 11 women
Women's Teams: 2 men; 10 women
Jointly Coached: 5 men; 1 woman
Men's Teams: 27 men; 0 women

Athletic Financial Aid: 27.6% to women
72.4% to men

Administration,
Facilities,
Promotion: Equity issues remain, but are being addressed.

BEST COPY AVAILABLE

UNIVERSITY OF WASHINGTON

GENDER EQUITY SELF-STUDY

INTRODUCTION

The University of Washington's student body consisted of 34,142 students during autumn quarter of 1988. Undergraduate enrollment was evenly divided between males and females, while the graduate enrollment was 55.6% men and 44.4% women.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate non-discrimination statements and complaint procedures are in place and are distributed to students.

ACADEMIC/ADMISSIONS

Of 132 undergraduate majors in which more than ten students were enrolled, 53 showed discrepancies or substantial discrepancies between numbers of men and women, mostly along traditional lines. Women were underrepresented in the following undergraduate majors (**bold** indicates substantial underrepresentation):

MAJOR	% OF WOMEN STUDENTS
Architecture (2 of 3):	
Building Construction	15%
Design and Planning Studies	32%
Arts and Sciences (6 or 50):	
Atmospheric Sciences	23%
Computer Science	21%
Economics	34%
History	35%
Mathematics	38%
Microbiology	39%
Physics	11%
Engineering(10 of 10):	
Engineering pre-majors	29%
Aeronautics & Astronautics	14%
Chemical Engineering	33%
Civil Engineering	22%

MAJOR	% OF WOMEN STUDENTS
Electrical Engineering	20%
Computer Engineering	15%
Industrial Engineering	25%
Ceramic Engineering	33%
Metallurgical Engineering	11%
Mechanical Engineering	13%
Forest Res. Manage (3 of 3):	
Forest Resources Manager	27%
Logging Engineering	18%
Pulp & Paper Science	25%
Medicine (1 of 4):	
Prosthetics and Orthotics	18%
Ocean and Fishery Sci. (2 of 3):	
Fisheries	20%
Oceanography	35%

And women were underrepresented in the following graduate majors:

MAJOR	% OF WOMEN STUDENTS
Arts and Sciences (14 of 43):	
Applied Mathematics	33%
Astronomy	16%
Atmospheric Sciences	31%
Chemistry	30%
Computer Science	17%
Economics	21%
Geography	25%
Geological Science	22%
Geophysics	21%
East Asian Studies	33%
Mathematics	18%
Physics	14%
Political Science	27%
Statistics	19%
Business Administration (1 of 2):	
Business Administration	30%
Dentistry (2 of 2):	
Dentistry	31%
Dentistry (D.D.S.)	28%
Engineering (9 of 9):	
Aeronautics & Astronautics	11%

MAJOR	% OF WOMEN STUDENTS
Chemical Engineering	15%
Civil Engineering	16%
Electrical Engineering	9%
Engineering (interdep.)	33%
Materials Sci. & Engin.	28%
Ceramic Engineering	6%
Mechanical Engineering	20%
Nuclear Engineering	13%
Forest Resources (1 of 1):	
Forest Resources	30%
Interdisciplinary (2 of 7):	
Internat. Bus. Admin.	31%
Bioengineering	32%
Medicine (2 of 8):	
Medicine (concurrent degree)	32%
Physiology & Biophysics	26%
Ocean & Fishery Science (2 of 3)	
Fisheries	19%
Oceanography	30%

Men were underrepresented in the following undergraduate majors (**bold** indicates substantial underrepresentation):

MAJOR	% OF MEN STUDENTS
Arts and Sciences (18 of 50):	
Anthropology	30%
Art	33%
Art History	12%
Communications	29%
Drama and Dramatic Arts	33%
English	36%
International Studies	37%
Social Sciences Pre-majors	34%
Psychology	28%
French	19%
Spanish	20%
Slavic Lang. and Lit.	18%
Russian	35%
Sociology	32%
Speech and Hearing Sciences	15%
Speech Communication	26%

MAJOR	% OF MEN STUDENTS
Women's Studies	4%
Zoology	39%
Dentistry (1 of 1):	
Dental Hygiene	0
Education (1 of 1):	
Education--5th year	29%
Medicine (3 of 4):	
Medical Technology	8%
Occupational Therapy	5%
Physical Therapy	18%
Nursing (2 of 2):	
Pre-Nursing	3%
Nursing	11%
Pharmacy (1 of 1):	
Pharmacy	33%
Social Work (1 of 1):	
Social Work	15%

In addition, men are underrepresented in the following graduate programs:

MAJOR	% OF MEN STUDENTS
Arts and Sciences (9 of 43):	
Anthropology	33%
Art	28%
Art History	21%
English	33%
Germanics	23%
Psychology	33%
Romance Languages	23%
Speech and Hearing Sciences	16%
Speech and Hearing Comm.	38%
Education (1 of 1):	
Education	33%
Interdisciplinary (3 of 7):	
Health Services Admin.	35%
Nutritional Science	6%
Internat. Public Affairs	33%
Library & Info. Sci. (1 of 1):	
Library I Info. Sci.	22%
Nursing (1 of 1):	

MAJOR	% OF MEN STUDENTS
Nursing	6%
Public Health & Comm Med. (1 of 3):	
Epidemiology	38%
Social Work (1 of 1):	
Social Work	24%

The following profiles are representative of large departments with students of one gender disproportionately enrolled in at least one major. These sketches summarize the information requested in the guidelines, and note specific efforts to influence gender balance that were reported by the department. All information requested may not be equally relevant to each department. For example, integration of scholarship by and about women into the curriculum may be important in English, but not in physics.

Architecture

Building Construction. No recruiting, retention, gender equity training, or curriculum integration. Women receive funding and lead student professional societies in excess of their participation rates. The department suggests that the "construction industry is sexist and women incorrectly assume that Building Construction is a trade school." They are planning additional efforts in "affirmative action in admissions and hiring female faculty members."

Architecture. The M.Arch. program is offered with competitive admissions based on scholastic record, architectural background, references, sense of purpose, and portfolio. The department recruits through brochures, posters, career fairs, guides, contacts by current students, and mailings to minority candidates. No retention or curriculum integration activities. Gender equity training by Ombudsman and the Educational Assessment Office.

TA's, RA's, and Readers: 48 males and 28 females
Scholarships: 29 males and 12 females

The department suggests that: 1) professional women seek lucrative careers and may not see architecture in that category; 2) the perceived math-science requirements and poor early advising may discourage them; 3) high school courses that typically inspire interest in the field--e.g., technical drawing, wood shop, geometry--remain male dominated; and 4) there are few role models available. The department notes "continued efforts to recruit and graduate women and ethnic minorities" and that while fewer than 10% of their students were women prior to 1980, ten years later the proportion is 42%.

Ocean and Fisheries

Fisheries. No special admission requirements, recruiting or retention activities, gender equity training, or curriculum integration. At the graduate level a committee decides on eligible students, circulates their applications to the faculty, then accepts only those requested by and whose graduate program is then aligned with a specific faculty member. TA's and RA's are awarded by individual faculty members. Recruiting scholarships are sometimes awarded to women as a minority.

Graduate Students: 111 males and 24 females
Undergraduates: 40 males and 16 females
(Food Science--8.25 males and 7.25 females)
RA's and TA's: 51.5 males and 8.75 females
Scholarships: 29 males and 5.3 females

The department notes that the fisheries industry has been historically male dominated, but that female participation has been growing in recent years, and that this program has "the largest number of female faculty members of any fisheries program in the U.S."

Engineering

Industrial Engineering. Competitive admission based mainly on academics and work experience. Racial, ethnic or economic disadvantage may be considered, as well. Women are strongly encouraged to apply--an average of six have been offered admission in each of the last several years. The department indicates that "hard work and targeted recruiting" are beginning to improve the balance. No specific retention, gender equity training, or curriculum integration activities.

Women students are encouraged to join Women in Engineering, which has 10 members from this department.

TA's: 5 males and 1 female
RA's: 8 males and 3 females
Staff A's: 2 males
IIE: 25 males and 16 females

Civil Engineering. Admission is based on GPA in required courses, overall GPA, and students' objectives. Recruitment includes early admission program, letters to top pre-engineering students, and the availability of six supplementary aid offers of $2,000. The department admits and funds a higher proportion of female applicants than male applicants. Retention consists of close advising. TA's receive gender equity training.

Scholarships:	12 males and 6 females
Chi Epsilon (honors):	27 males and 15 females
ASCE: (prof. soc.)	129 males and 46 females (under.)
	31 males and 9 females (grad.)

The department suggests that the disproportion in is due to "sexist conditioning . . . which it will take a long time to overcome."

Mechanical Engineering. Admission based on GPA in core courses. Minority status is considered. No special recruiting, but close retention efforts for minority students. Special efforts are made to attract female graduate students by extra scholarship awards, etc. No specific gender equity training or curriculum integration. Leadership of student professional societies is disproportionately female. The department suggests that far more men enter the university from high school prepared in math and science, and that women graduates may by drawn by lucrative offers into industry and government rather than graduate school.

Chemical Engineering. Admission based on GPA in Core courses. Open house, brochures, visits to local high school used for recruiting. Women in Engineering membership encouraged as a retention tool. Gender equity presentations given by ombudsman; no curriculum integration.

RA's:	35 males and 10 females
TA's:	8 males and 1 female
Scholarships:	4 males total $5,400; 4 females total $3,000
Fellowships:	11 males and 4 females
Prof. Soc.:	66 males and 12 females

The department suggests that "tradition" determines the gender balance in this area, but that chemical engineering is better than many other specialties within the field.

Computer Science

Admission is determined by a committee at both undergraduate and graduate levels. Eighty out of 400 graduate applicants are accepted for an entering class of 35. The best applicants are given additional financial assistance and a visit to campus. The department is currently creating an endowment for minorities and women. Women in Engineering membership encouraged as a retention tool; active recruiting of minorities and women.

Honors:	10 males and 3 females
Funded grad. students:	73 males and 12 females

Forest Resources

A recruitment committee utilizes on and off-campus visits, career fairs, contact with the Office of Minority Affairs, Educational Opportunity Program, Early Interest Program. Graduate programs have additional admissions requirements depending on the space available.

RA's: 53 males and 18 females

The department is developing a mentoring program for all at-risk students. They suggest that their gender disproportion is influenced by "perceived occupational roles" and by students' tendency to equate logging with physical labor, both of which may be changing. The field needs new role models which the department believes today's students will provide.

Physics

No special undergraduate admission requirements. Recruit graduate students by listing in guides, letters, phone calls, offers of support to outstanding candidates. Affirmative action employed in graduate admissions. No unusual retention efforts for undergraduates, careful tracking and advising for graduates. No gender equity training or integration. All graduate students in good standing receive financial support.

TA's:	24 males and 7 females	
PDTA I's:	2.5 males and 1 female	(post-doctoral teaching assistants)
PDTA II's:	4 males and 0 females	
RA's:	6 males and 3 females	
PDRA I's:	32 males and 0 females	(post-doctoral research assistants)
PDRA II's:	33 males and 3 females	
GSA's:	2 males and 0 females	
Fellow.:	2 males and 0 females	
	105.5	14

Honors: 11 males and 0 females

The department suggests that gender disproportion is influenced by "low participation of women in science and math courses in upper grade of K-12 system," but that it has "no single cause."

English

Admission requires a 2.0 GPA. Honors requires a 3.3 GPA with 3.5 in English classes. Graduate admission is competitive, and students of exceptional promise and students of

color are actively recruited. No specific retention or gender equity training activities are undertaken. All course descriptions are reviewed to promote curriculum integration. A number of faculty hold joint appointments in Women's Studies.

TA's: 32 males and 59 females
Honors: 25 males and 28 females

The department questions whether "inaccessibility of other majors to women" may affect their selection of English in such large proportions. No efforts have been made to recruit additional males--the department would like to reduce the number of majors overall.

Social Work

"This school is nationally known for its leadership in developing and implementing policies and procedures relating to women." Curriculum integration is specifically addressed in 77% of the courses. There is an annual presentation on sexual harassment by the ombudsman.

Funded grad. students: 25 males and 60 females

While social work is "traditionally a women's profession," the department "makes every effort to inform men of the opportunities in social work."

Pharmacy

Pharmaceutics. Recruit through guides. No special retention, gender equity training, or curriculum integration efforts. All graduate students receive funding: 5 males and 9 females.

Doctor of Pharmacy. Admission requires written application, oral interview, GPA, clinical background is recommended. Of 15-20 applicants interviewed, six are selected. Recruiting utilizes brochures and conference "fairs."

Stipends: 7 males and 5 females
TA's: 1 male and 1 female
No help: 3 females

Bachelor of Pharmacy. Undergraduate admission based on academic strength and interview. Recruit through contacts with and transfer information from 2 and 4-year in-state institutions. No specific retention, gender equity training or curriculum integration.

Financial aid: 16 males and 37 females

The college has made no efforts to influence gender balance. The current preponderance of women students reflects a national trend.

Nursing

Physiological Nursing. The department recruits for graduate students at professional meetings. There is no special retention program or gender equity training. Women's health differences are emphasized.

TA's: 1 male and 1 female

The department notes that "men have not been attracted to nursing undergraduate programs," and are, therefore, unavailable for graduate programs.

General College. Recruiting is done with brochures showing diversity, a faculty phone-a-thon, survey to non-acceptors, with special attention to minorities and males. Male graduate nurses speak at local and national meetings to encourage others. Retention efforts include counseling and tutoring. Curriculum integration and women's studies are emphasized. The college includes the Center on Women's Health Research.

RA's:	1 male and 37 females
TA's:	2 males and 16 females
Fellows:	3 males and 22 females
Trainees:	5 males and 73 females
Scholarships:	4 males and 38 females

The department points out that their 13% male undergraduate and 7% male graduate students is above the national average.

Psychology

Undergraduate admission is a committee decision base on psychology GPA, overall GPA, purpose and commitment. Graduate admission, besides academic criteria, includes individual statements, recommendations, and committee considerations of gender and ethnic diversity. Graduate student recruitment includes phone contacts and visits to campus for desirable candidates. No special retention activities; gender equity training is at planning stage; three faculty have joint appointments in women's studies and two women's studies courses are taught in the department. RA's are appointed by individual faculty who are principal investigators.

TA's:	14 males and 29 females
RA's:	18 males and 23 females
Honors:	4 males and 18 females

The department suggests that, "Men students who major in psychology are more likely to pursue the discipline as a science. Women students are more likely to pursue psychology as a helping profession or as preparation for related disciplines (many of which are the occupation traditionally chosen by women)."

COUNSELING AND USE OF COUNSELING AND APPRAISAL INSTRUMENTS

An evaluation of all advising and counseling services and appraisal instruments found no evidence of gender bias. Avoidance of sex role stereotyping is a frequent topic for staff meetings. Groups are available for both men and women related to sex role socialization.

Counseling Center clients are asked whether they have a preference for a male or female counselor at the intake interview. The patient's preference for a male or female mental health worker or psychiatrist is also available at Hall Health Center.

STUDENT EMPLOYMENT

The university indicates that there is no discrepancy between male and female students in jobs held and rates of pay for on-campus employment.

TABLE I: Student Employees by Salary Level and Gender

PERCENT FEMALES	PERCENT MALES	HOURLY SALARY
10.9%	17.5%	$6.50+
50.9%	53.0%	$5.00-$6.50
6.6%	5.6%	$4.75-$5.25
13.2%	11.5%	$4.50-$5.00
17.7%	11.9%	$4.26-$4.75
<1%	<1%	$4.25
100%	100%	

COMMENT: *THERE APPEARS TO BE A TREND, WHICH BEARS MONITORING, FOR HIGHER PERCENTAGES OF MALE STUDENTS TO FALL AT THE UPPER END OF THE PAY SCALE.*

FINANCIAL AID

UW awarded $53,602,113 of need-based financial aid for 1988-89. The report describes the financial aid packaging policies and states that there is no discrimination in types, amounts, and patterns of aid.

The following tables show details of UW's financial aid awards for 1988-89, by gender:

TABLE II: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Aid:	*Males*	*Females*
A. Percent of the total need for financial aid required by each gender	*51 %*	*49 %*
B. Proportion of need unmet after aid awarded	*15.62 %*	*15.65 %*
C. Percent of all grant aid awarded to each gender	*49.2 %*	*50.8 %*
D. Percent of all loan aid awarded to each gender	*52.2 %*	*47.8 %*
E. Percent of all work aid awarded to each gender	*47.1 %*	*52.9 %*

Line A (above) identifies that 49% of the total amount of need identified for all UW applicants by the federally-approved standard application was the financial need of women students, while 51% was the need of men students.

Line B notes the percent of need remaining unmet, by gender, after all aid had been awarded.

Lines C, D, and E note the percent of the total amount of each type of aid awarded to each gender.

TABLE III: Proportion of Aid Package by Type of Aid

For All Students Receiving Aid:	*Males*	*Females*
Proportion of aid awarded as grants	*27 %*	*30 %*
Proportion of aid awarded as loans	*65 %*	*63 %*
Proportion of aid awarded as work	*8 %*	*7 %*
Total	*100 %*	*100 %*

Table III portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, 27% was in the form of grants, 65% in the form of loans, and 8% as work awards.

Non-need based

The gender proportion of recipients of most non-need based awards closely mirrored the student body. In one case, there were 17 Freshman Undergraduate Scholarships awarded to males in 1988, and 8 awarded to females.

COMMENT: *THE TOTAL NUMBER OF SCHOLARSHIPS IN THIS CATEGORY WAS TOO SMALL FOR THE DIFFERENCE BE SIGNIFICANT, UNLESS IT REPRESENTS A PATTERN OVER TIME.*

RECREATIONAL ACTIVITIES

Efforts are documented to offer activities designed to meet the needs and interests of students and not discriminate on the basis of gender. The university states that all programs are offered to both males and females, and the participation rates reflect student choices. Women continue to be underrepresented in overall numbers of participants. The university indicates that benefits associated with recreational activities, such as facilities and services, are equitably distributed to all participants.

OTHER STUDENT SERVICES

Health Services

The services available to students through the health center are described. Services at all clinics are available to all students except at the Women's Clinic, which is mainly utilized by women. There is no charge for routine visits for current students. Additional procedures and services carry varying charges. Some lab work is performed on the premises for no additional fee, but this does not include Pap smears, making routine care slightly more expensive for women than for men.

Housing, Residence Life, and Family Housing

The Department of Housing and Food Services evaluated residence buildings and maintenance, residence life and activities, and family housing. All residence halls are available to both men and women. Residence life and activities were found to be gender neutral. Five hundred and sixty-nine family housing units are available to full-time students who are married and/or have dependent children living with them, and who meet financial need standards. Data on family housing applicants and residents is not recorded by gender.

Placement

The institution states that the Placement Center continually evaluates its services for gender bias, including review of letters of reference for gender bias. Recruiting organizations are required to sign nondiscrimination statements. Employers are educated in gender discrimination. The center provides counseling, seminars, printed materials, etc. to assist students in recognizing and dealing with gender bias.

Child Care

Eligibility for the Childcare Assistance Program is determined on the same basis as other financial aid. Vouchers are provided for student-parents to use at community day care facilities.

In 1988-89, 222 children of 177 parents were served in 113 different facilities. Not quite 54% of the total number of applicants were served. Parents are identified by need level, academic level, and ethnicity, but not by gender.

Minority Affairs and Special Services

Publications of the Office of Minority Affairs were determined by the institution to be free of gender bias. There were no disparities between males and females in the number of students served by the Educational Opportunity Program or the Early Interest Program.

All Other Facilities

The following table describes the availability of restroom equipment for all campus facilities. There are 92 buildings in which men's toilets/urinals predominate, 19 buildings where more than 50% are assigned to women, and 32 buildings in which the restrooms are available to either gender or none are provided.

TABLE IV: Restroom Equipment Availability for Each Gender

GENDER	NO. OF BUILDINGS	NO. OF TOILETS/URINALS
MORE MEN'S	92 (64.3%)	1,927 (54.2%)
MORE WOMEN'S	19 (13.3%)	1,460 (41.1%)
BOTH/ NEITHER	32 (22.4%)	166 (4.7%)
TOTALS	166	3,553

COMMENT: THERE IS A DISCREPANCY IN THE AVAILABILITY OF RESTROOM EQUIPMENT FOR WOMEN COMPARED TO MEN. CONSIDERING ONLY FACILITIES ASSIGNED TO ONE GENDER, 57% ARE ASSIGNED TO MEN AND 43% TO WOMEN.

SEXUAL HARASSMENT

Programs and services designed to educate students, faculty, and staff about sexual harassment, and to provide redress for grievances in this area are described in the self-study.

INTERCOLLEGIATE ATHLETICS

Participation

During the 1988-89 academic year, 32.9% (231) of the intercollegiate athletes were women and 67.1% (475) were men. Women competed in ten varsity sports, while men competed in eleven.

Scholarships

The overall average award per athlete was nearly equal for men and women. Women were budgeted for 30.2%, and men for 69.8%, of the athletic scholarship funds. However, women received 27.6% of the athletic scholarship funds expended, while men received 72.4%. 89.3% of the men's athletic scholarship funds were expended, while only 78.3% of the women's funds were expended that year. Table V displays information about athletic scholarships.

COMMENT: *FOR WHAT MAY BE ANY NUMBER OF REASONS, 89.3% OF THE MEN'S ATHLETIC SCHOLARSHIP FUNDS WERE EXPENDED, WHILE ONLY 78.3% OF THE WOMEN'S FUNDS WERE EXPENDED THAT YEAR. THIS IS AN AREA THE UNIVERSITY WILL WANT TO MONITOR CLOSELY TO ENSURE THAT SCHOLARSHIP OPPORTUNITIES FOR WOMEN ARE EQUITABLE.*

Coaching

Of 45 full and part-time coaches, 11 were women. As indicated by Table V, women were well represented among the coaches of women-only teams. Out of 12 coaches, 10 were women.

In two sports (swimming and track and field/cross-country) men's and women's teams were coached jointly by one set of coaches. For these teams there were six coaches altogether, of whom one was a woman. All 27 coaches of men-only teams were men. The chart on the following pages displays the participation opportunities in each sport, athletic scholarships awarded in each sport, and information about the level and availability of coaching for each team.

TABLE V: Participation, Financial Aid and Coaching, University of Washington, 1988-89.

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	# Aid	Av $	G	%	Yrs	Sal	#	# Aid	Avg $	G	%	Yrs	Sal
Baseball	32	22	2,757	M	75%	22	29,205							
Ass't.				M	100%	4	23,916							
Basketball	15	13	7,969	M	100%	19	77,160	13	13	9,367	F	100%	13	53,892
Ass't.				M	100%	12	44,496				F	100%	8	30,000
Ass't.				M	100%	13	44,496				F	100%	8	28,200
Ass't.				M	50%	7	9,753				F	GA	1	9,753
Ass't.				M	GA	1	9,753							
Crew	115	3	7,065	M	100%	19	42,120	107	3	2,776	F	100%	8	32,700
Ass't.				M	100%	11	21,552				F	100%	4	21,876
Golf	14	7	4,427	M	60%	5	10,908	6	5	4,117	F	60%	5	10,611
Soccer	25	17	1,409	M	60%	21	10,206							
Swimming	27	14	3,009	M	50%	28	19,260	22	12	2,891	(Jointly Coached)			
Ass't.				F	60%	9	12,570							
Volleyball								13	11	7,879	F	100%	12	33,072
Ass't.											M	100%	8	22,720
Gymnastics								14	10	7,832	M	100%	8	33,102
											F	100%	5	18,000

NOTE: # = number of participants
Aid = number receiving financial aid
Av $ = average amount of financial aid
G = gender of coach
% = percent of time paid for coaching
Yrs = years of coaching experience
Sal = salary for coaching duties
Jointly Coached = men's and women's teams coached by the same coach(es)

TABLE V: Continued

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	#Aid	Avg$	G	%	Yrs	Sal	#	#Aid	Avg$	G	%	Yrs	Sal
Track/Field & Cross Country	90	26	3,708	M	100%	29	40,932	42	19	4,466	(Jointly Coached)			
Ass't.				M	50%	17	15,164							
Ass't.				M	100%	18	37,956							
Ass't.				M	100%	5	23,130							
Tennis	14	5	2,385	M	60%	7	19,742	14	8	3,472	F	60%	6	19,742
Football	139	95	8,651	M	100%	33	114,156							
Ass't.				M	100%	20	30,000							
Ass't.				M	100%	17	44,640							
Ass't.				M	100%	19	45,000							
Ass't.				M	100%	24	59,796							
Ass't.				M	100%	15	50,232							
Ass't.				M	100%	13	37,680							
Ass't.				M	100%	16	35,160							
Ass't.				M	100%	11	32,820							
Ass't.				M	100%	10	37,680							
Ass't.				M	GA	2	9,753							
Ass't.				M	GA	6	6,552							
Ass't.				M	GA	1	6,552							
Ass't.				M	GA	5	6,552							
Ass't.				M	GA	2	9,753							

BEST COPY AVAILABLE

COMMENT: THERE DO NOT APPEAR TO HAVE BEEN MAJOR DISCREPANCIES IN THE AMOUNT OF COACHING AVAILABLE TO MEN AND WOMEN FOR SPORTS AT SIMILAR LEVELS OF PRIORITY. MOST DIFFERENCES IN COACHING RECEIVED BY MEN'S AND WOMEN'S TEAMS SEEM TO BE RELATED TO THE STATUS OF THE SPORT WITHIN THE DEPARTMENT (WHICH NEEDS TO BE ADDRESSED), AND THE YEARS OF EXPERIENCE OF THE COACH. OVERALL, COACHES OF MEN'S TEAMS ARE SOMEWHAT MORE EXPERIENCED. THIS DOES NOT NECESSARILY INDICATE A PATTERN OF HIRING INEXPERIENCED, AND THEREFORE LOW-PAID, COACHES FOR WOMEN'S TEAMS, ALTHOUGH IT IS SOMETHING THE INSTITUTION WILL WANT TO MONITOR.

Priority Level

COMMENT: EQUITY DOES NOT REQUIRE EQUAL DOLLAR AMOUNTS TO BE SPENT ON EACH SPORT, BUT RATHER THAT PROPORTIONAL NUMBERS OF MEN AND WOMEN PARTICIPATE IN SPORTS THAT ARE SUPPORTED AT SIMILAR LEVELS OF LUXURY OR AUSTERITY. BASED ON COACHING SALARIES, NUMBER OF ASSISTANT COACHES (AND COACH TO ATHLETE RATIO), FULL VERSUS PART-TIME COACHES, MARKETING AND PROMOTIONAL EFFORTS, AND FINANCIAL AID AWARDED TO ATHLETES, IT APPEARS THAT FOOTBALL AND MEN'S BASKETBALL WERE CONSIDERED PRIORITY SPORTS AND THAT WOMEN'S BASKETBALL WAS POSITIONED TO SOON MOVE INTO THAT CATEGORY.

BASEBALL (MEN), VOLLEYBALL (WOMEN), GYMNASTICS (WOMEN), TRACK AND FIELD (MEN AND WOMEN), AND CREW (MEN AND WOMEN) WERE IN AN INTERMEDIATE RANGE. BASED EITHER ON COACHING SALARIES, NUMBER OF SCHOLARSHIPS AWARDED OR BOTH, GOLF (MEN AND WOMEN), SOCCER (MEN), SWIMMING (MEN AND WOMEN), AND TENNIS (MEN AND WOMEN) SEEM TO HAVE BEEN SUPPORTED AT A MORE BASIC LEVEL. CREW IS AN ANOMALY IN THAT IT IS A HIGH STATUS SPORT WITH ONLY BASIC LEVELS OF INSTITUTIONAL SUPPORT. IT IS NOT AN NCAA SPORT, BUT IS IMBUED WITH A HIGH LEVEL OF LOCAL MYSTIQUE. TRADITIONALLY, FEW ATHLETES INTERESTED IN THIS SPORT RECEIVE FINANCIAL AID.

THE FOLLOWING TABLE SHOWS THE PERCENT OF MEN AND OF WOMEN ATHLETES WHO PARTICIPATED IN SPORTS SUPPORTED AT EACH LEVEL.

TABLE VI: PRIORITY LEVEL OF SPORTS BY GENDER

	MEN	WOMEN
PRIORITY	33%	
(PRE-PRIORITY)		6%
INTERMEDIATE	50%	76%
BASIC	17%	18%

While the above is a very rough approximation to which there would not be universal agreement, and other factors could also be included in a more precise assessment, this is an area to which the university will probably wish to pay attention in its planning efforts.

Administration and Sports Information/Promotion

In the area of Sports Information and Promotion, full-time staff are assigned to men's basketball and football and women's basketball, volleyball, and gymnastics. Students cover other sports. Two full-time staff members work on promotions.

Facilities

Men's football, basketball, and swimming had individual locker rooms in an older facility; the football locker room had been recently renovated. The other men's sports were located in two large locker rooms in the same facility with areas set aside by sport. Women's swimming had its own locker room. Other women's sports used the main women's locker room, a large, modern room with areas identified for each sport.

Women's volleyball and basketball share one practice facility. Women's and men's basketball share one competitive facility, on which the men have first priority for practice.

The department has not set a time for improving the locker rooms for both men and women swimmers. Currently, both rooms are in poor repair. The women's locker room is smaller because it formerly served as the visitors' locker room.

Some men on the crew team live at Conibear Shellhouse. Some men and some women members of several different teams dine at the shellhouse. The department will pursue the feasibility and desirability of housing members of the women's crew there, as well.

COMMENT: LOCKER ROOM FACILITIES IS NOT A STRAIGHT FORWARD ISSUE. THE WOMEN'S MAIN LOCKER ROOM IS LARGE, MODERN, AND WELL-MAINTAINED, WITH "AREAS" IDENTIFIED AS THEIR OWN BY EACH TEAM. MEN'S LOCKER ROOMS FOR SPORTS OTHER THAN FOOTBALL AND BASKETBALL TEND TO BE SMALL AND OLDER (IN FACT, ALL MEN'S LOCKER ROOMS SEEM TO FALL INTO DISREPAIR MORE RAPIDLY THAN WOMEN'S LOCKER ROOMS). ON-GOING EVALUATION OF THE CURRENT STATUS OF LOCKER ROOMS IS IN ORDER.

THERE MAY BE A DISADVANTAGE FOR THE WOMEN'S BASKETBALL TEAM IN NOT BEING ABLE TO PRACTICE AS CONSISTENTLY AS THE MEN ON THE FLOOR ON WHICH THEY WILL COMPETE FOR HOME GAMES. (THIS DISADVANTAGE MAY BE PARTIALLY OFFSET BY THE QUIETER, MORE PRIVATE SETTING OF THE WOMEN'S PRACTICE FACILITY.) THIS ISSUE SHOULD BE ADDRESSED.

Summary

COMMENT: THE UNIVERSITY IS AWARE OF THE REMAINING DISCREPANCIES IN THEIR ATHLETIC PROGRAM WHICH ARE REFLECTED IN THIS REPORT. A NUMBER OF CHANGES HAVE OCCURRED SINCE 1988-89 DUE TO INSTITUTIONAL EFFORTS. THEIR PLAN INCLUDES SUBSTANTIAL ADDITIONAL CHANGES, BASED ON THE FUNDS TO BE REALIZED THROUGH THE ATHLETIC TUITION AND FEE WAIVER PROGRAM.

UNIVERSITY OF WASHINGTON

GENDER EQUITY PLAN

The University of Washington's Gender Equity Plan outlines general areas in which the university has been and will continue to be active, including the following:

1. Continuing to support the Women in Engineering Initiative and MESA programs.

2. Continuing efforts of the School of Nursing to recruit men into that field.

3. Continuing the activities of the Northwest Center for Research on Women, the Women's Studies program, and the Women's Information Center.

4. Continuing the activities of the Faculty Senate Special Committee on Faculty Women and the Associated Students of the University of Washington's Women's Commission, both in existence since 1970.

5. Instituting procedures to collect more complete data about student employment and about departmental financial aid and advising services.

COMMENT: *THE PLAN WOULD BE STRENGTHENED BY DESCRIBING INSTITUTIONAL SUPPORT FOR DEPARTMENTAL EFFORTS TO INFLUENCE THE GENDER BALANCE OF STUDENTS AND/OR FACULTY, AND BY IDENTIFYING MORE SPECIFIC ACTIVITIES OR GOALS. FURTHER ATTENTION SHOULD ALSO BE PAID TO THE APPARENT GENDER DISCREPANCY IN STUDENT EMPLOYMENT RATES.*

6. Undertaking specific steps to bring the intercollegiate athletic program into compliance with state statute by 1994, including the following items:

   a. **Participation.** Women's soccer, with 20-25 participants will be added in the fall of 1991. Women's fastpitch softball, with 20-25 participants, will be added in the fall of 1993. If all other team numbers remain reasonably constant, female participation will be 39-40% by 1994.

   b. **Financial Aid.** For 1991-92, aid was increased to the NCAA limits in each sport, with 34% of the total budgeted for women athletes. By 1994, soccer and softball will also be budgeted for the maximum

number of NCAA permitted awards, which will raise the proportion for women to 39%.

c. **Coaching.** During 1990-91 two new head coaches will be hired for women's teams (soccer and softball), one head coach will be promoted from part to full-time, one part time assistant coach will be upgraded, and two graduate assistant positions will be added, all for women's teams.

d. **Administration/Sports Information and Promotions.** The following staff have been added to the athletics department in 1990-91: Secretary for women's basketball; Assistant Director of women's promotions and marketing; Assistant trainer; Associate Director of Development (50% for women's sports).

COMMENT: *THE GOALS AND STRATEGIES FOR INTERCOLLEGIATE ATHLETICS ARE SPECIFIC AND INCLUDE MEASURABLE OBJECTIVES AND DATES. HOWEVER, THE ISSUE OF EQUITABLE FACILITIES SHOULD BE ADDRESSED, AND THE EVALUATION OF PRIORITY LEVEL OF THE VARIOUS SPORTS FOR EACH GENDER SHOULD BE ON-GOING.*

e. **Institutional Concerns.** The university is concerned about the following issues related to gender equity in the athletic program:

1. The potential burden of reporting required for the tuition and fee waiver program.

2. The possibility that the tuition and fee waiver program will not be renewed when it expires in 1997, resulting in a large additional financial responsibility for the department.

VI. WASHINGTON STATE UNIVERSITY

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 16,425

WOMEN UNDERGRADUATES: 44.7%
MEN UNDERGRADUATES: 55.3%

WOMEN GRADUATE STUDENTS: 37%
MEN GRADUATE STUDENTS: 63%

ACADEMICS: Of 88 undergraduate majors in which more than 10 students were enrolled, 56 showed discrepancies between numbers of men and women enrolled.

Thirty-nine out of 50 graduate majors also showed a gender discrepancy.

STUDENT SERVICES: Student employment was identified as an area which will need to be monitored further, since there is a trend for more males to fall at the upper end of the pay scale.

The small category of "need based scholarships" and two categories within "non-need based financial aid" merit further evaluation due to possible gender discrepancy.

There are slightly more restroom facilities available for men than their representation in the student body.

ATHLETICS: Participants: 30.5% women
69.5% men

Coaches (total) 31 men; 7 women
Women's Teams: 5 men; 6 women
Jointly Coached: 3 men; 1 women
Men's Teams: 23 men; 0 women

Athletic Financial Aid: 23% to women
77% to men

Administration, Facilities, Promotion: Equity issues remain, but are being addressed.

BEST COPY AVAILABLE

WASHINGTON STATE UNIVERSITY

GENDER EQUITY SELF-STUDY

INTRODUCTION

Of WSU's 16,425 students, including branches, 56% were men and 44% were women. For undergraduates, 55.3% were men and 44.7% were women. The branch campus enrollment was very similar to the total, with 54% men and 46% women.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate nondiscrimination policies and complaint procedures are in place.

ACADEMIC/ADMISSIONS

Proportions of male and female students are displayed in the following table.

TABLE I: Proportions of Applications and Admissions by Gender

	APPLIED			ADMITTED			ENROLLED		
	Fresh	Trans	Grad	Fresh	Trans	Grad.	Fresh.	Trans	Grad.
MEN	51.9%	57.3%	60 %	51.1%	57.4%	62 %	52.4%	58.1%	64%
WOMEN	48.1%	42.7%	40%	48.9%	42.6%	38 %	47.6%	41.9%	36%

The institution notes that women graduate students, unlike undergraduates, seem to enroll in significantly lower proportions than their application rate. This issue is addressed in the plan.

Of 88 undergraduate majors in which more than 10 students were enrolled, 56 showed discrepancies or substantial discrepancies between numbers of men and women, mostly along traditional lines. Women were underrepresented in the following undergraduate majors (**bold** represents substantial underrepresentation):

MAJOR	% OF WOMEN STUDENTS
Agriculture (11 of 23)	
Agribusiness	13%
Agricultural Economics	25%
Agricultural Mechanization	0%
Agriculture, General	21%
Agronomy	10%

MAJOR	% OF WOMEN STUDENTS
Entomology	33%
Forestry	30%
Horticulture	31%
Landscape Architecture	28%
Plant Pathology	6%
Soils	16%
Business & Economics (2 of 4)	
Accounting	27%
Economics	14%
Engineering (13 of 16)	
Architecture	23%
Chemical Engineering	22%
Civil Engineering	20%
Construction Management	8%
Electrical Engineering	9%
Engineering Science	0%
Environmental Engineering	20%
Geological Engineering	17%
Materials Science & Engineering	16%
Mechanical Engineering	8%
Pre-Architecture	15%
Pre-Construction Management	0%
Pre-Engineering	14%
Environmental Science	32%
Genetics & Cell Biology	33%
General Studies (2 of 9)	
Physical Sciences	17%
Social Sciences	34%
Biological Sciences (1 of 8)	
Botany	25%
Physical Sciences (5 of 7)	
Chemistry	24%
Computer Science	18%
Geology	18%
Mathematics	33%
Physics	8%
Social Sciences (3 of 9)	
Criminal Justice	31%
History	24%
Political Science	34%
Wildlife Management	9%

Men were underrepresented in the following undergraduate majors (**bold** indicates substantial underrepresentation):

MAJOR	% OF MEN STUDENTS
Agriculture (1 of 23)	
Adult & Continuing Education	24%
Home Economics (5 of 7)	
Child & Family Studies	10%
Clothing & Textiles	3%
Home Economics	11%
Human Nutrition & Foods	17%
Interior Design	22%
Education (2 of 7)	
Education	25%
Recreation & Leisure Studies	24%
Nursing	12%
Humanities (4 of 13)	
Foreign Languages	32%
French	10%
Spanish	33%
Speech	7%
Social Sciences (2 of 9)	
Social Work	24%
Sociology	40%
Veterinary Medicine	41%

Women were underrepresented in the following graduate majors:

GRADUATE MAJOR	% OF WOMEN STUDENTS
Agriculture & Home Econ. (7 of 16):	
Agronomy	14%
Entomology	33%
Horticulture	29%
Plant Pathology	6%
Soils	13%
Ag. Economics	29%
Animal Sciences	28%

MAJOR	% OF WOMEN STUDENTS
Business & Economics (3 of 3):	
Accounting	27%
Business Admin.	21%
Economics	17%
Education (1 of 2):	
Physical Education	31%
Engineering & Architecture (7 of 10)	
Chemical Engineering	19%
Civil Engineering	22%
Electrical Engineering	9%
Engineering Science	0
Environmental Engineering	20%
Mechanical Engineering	13%
Materials Science	19%
Sciences & Arts (11 of 29)	
Botany	25%
Chemistry	17%
Computer Science	28%
Genetics & Cell Biology	33%
Geology	22%
Microbiology	25%
Physics	7%
Zoology	20%
History	31%
Music	31%
Political Science	28%

Men were underrepresented in the following graduate majors:

GRADUATE MAJOR	% OF MEN STUDENTS
Agriculture & Home Econ. (4 of 16):	
Adult & Cont. Ed	24%
Child & Family Studies	17%
Home Economics	7%
Nutrition	33%

GRADUATE MAJOR	% OF MEN STUDENTS
Education (1 of 1):	
Education	40%
Nursing (1 of 1):	
Nursing	13%
Sciences & Arts (4 of 29):	
American Studies	41%
Psychology	36%
Foreign Languages	38%
Speech	7%

Summary

Home Economics (90% female) and Nursing (88% female) are the most disproportionate departments. However, together they account for only 486 students. Engineering and Architecture (87% male) and Physical Sciences (77% male) include 1707 students, so their disproportions have more effect on overall numbers.

The institution notes that the areas in which each gender predominates largely conform to traditional stereotypes. Veterinary medicine and pharmacy are noteworthy exceptions, representing recent national trends toward slight female predominance in those fields.

STUDENT EMPLOYMENT

The institution states that there appear to be no significant gender differences in students hired, or in practices or policies.

Table II, on the following page, indicates the percent of students for each level of the pay scale at which more than ten students are employed:

TABLE II: Proportion of Males and Females at Each Pay Level

PAY RANGE	FEMALE	MALE	NO.OF APPOINTMENTS
$ 3.35-3.99	54%	46%	1026
$ 4.00-4.99	48%	52%	936
$ 5.00-5.99	46%	54%	616
$ 6.00-6.99	47%	53%	641
$ 7.00-7.99	31%	69%	175
$ 8.00-8.99	35%	65%	77
$ 9.00-9.99	35%	65%	20
$10.00-10.99	39%	61%	36
$11.00-11.99	38%	62%	13
$12.00-12.99	32%	68%	19

COMMENT: WHILE THE DIFFERENCE IN NUMBERS OF MALES AND FEMALES AT ANY ONE PAY RATE MAY NOT BE STATISTICALLY SIGNIFICANT, THERE IS AN OBVIOUS TREND TOWARD HIGHER PROPORTIONS OF MALES AT THE HIGHER END OF THE PAY SCALE, WHICH THE INSTITUTION SHOULD INVESTIGATE.

COUNSELING AND USE OF APPRAISAL AND COUNSELING MATERIALS

Educational, career, and personal counseling services and materials were examined by the institution and determined to be essentially gender neutral in all areas. Issues of gender equity, sex-role stereotyping, and sex-role socialization are incorporated into the services provided and into staff training. Students requesting counseling at the counseling and testing center are asked to indicate if they have a counselor gender preference, which is always honored. Other areas in which counseling of various kinds is conducted, such as admissions, financial aid, career services, etc. utilize both male and female counselors.

FINANCIAL AID

The institution states that overall the financial aid program appears to be gender equal.

Need-Based Aid. WSU awarded $25,515,771 of need-based financial aid for 1988-89. The following tables show details of need-based financial aid awards by gender:

TABLE III: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Aid:	Males	Females
A. Percent of all scholarship aid awarded to each gender	54.34%	45.66%
B. Percent of all grant aid awarded to each gender	54.89%	44.14%
C. Percent of all loan aid awarded to each gender	55.47%	44.53%
D. Percent of all work aid awarded to each gender	48.66%	51.34%

Table III shows the proportion of each type of need-based financial aid awarded to each gender.

TABLE IV: Proportion of Aid to Each Gender by Type of Aid

For Each Student Receiving Aid:	Males	Females
Average proportion of aid awarded as grants	37.1%	36.9%
Average proportion of aid awarded as loans	56.5%	54.9%
Average proportion of aid awarded as scholarships	5.9%	6.0%
Average proportion of aid awarded as work	8.5%	10.9%
Total	100 %	100 %

Table IV portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, 37.1% was in the form of grants, 56.5% in the form of loans, 5.9% in the form of need-based, non-athletic scholarships, and 8.5% as work study awards.

WSU identifies the specific area of "need-based scholarships" as one needing to be addressed further. More females receive this type of award, but average less dollars allocated. The significant difference between male ($819,268) and female ($688,456) awards will be investigated by the institution.

Non-need based aid. The three types of non-need based aid vary widely. Women are awarded 40.87% of the Merit Scholarship funds, 58.55% of the 1% Tuition Waiver amounts, and 72.46% of the Washington-Idaho Reciprocity amounts, for an average of 42.04% of the non-need based scholarship funds. The amount of the average award for males is $2,467 and for females, $1,857.

***COMMENT:** THE INSTITUTION SHOULD EVALUATE THE $600 DIFFERENCE IN THE AMOUNT OF THE AVERAGE MERIT SCHOLARSHIP RECEIVED BY MEN AND BY WOMEN, AND THE PREPONDERANCE OF WOMEN UTILIZING THE WASHINGTON-IDAHO RECIPROCITY PROGRAM.*

RECREATIONAL ACTIVITIES

Recreation opportunities are provided through Co-Recreation Classes, intramural teams, and club sport activities. Co-Rec. includes mainly individual activities such as aerobics and exercise classes and martial arts. Participants are predominantly women. About one-third of the participants in intramural activities are on co-ed teams, while 80% of the remaining participants (in single sex activities) are men. Similarly, 76% of the participants in recognized club sports are currently men. This number is slightly misleading, however, because these are current year statistics and women's crew and soccer (with a total of approximately 98 participants) have recently been elevated to varsity status, and have not yet been replaced at the club level. A wide variety of activities of interest to both genders are available through the three programs.

OTHER STUDENT SERVICES

Health and Wellness Services

All students are served at the medical clinic and women students are also served at the university's women's clinic. Family Medicine Spokane serves WSU students in that city. Wellness programs are utilized by students of both genders. Students pay a mandatory health fee. Prescriptions, lab fees, and X-rays are not covered by the fee. The institution states that the Student Medical Insurance Plan complies with Title IX guidelines.

Minority Affairs

The Division of Minority Affairs offers services to all minority students. Overall, more female students participate and hold leadership positions than male students. There is a Women's Association for each of the four represented ethnic groups.

Career Services Office

The self-study report states that, "very conscious measures are in place to ensure against gender discrimination and to assist students in overcoming the effects of gender discrimination in the career search process." Library/resource materials, career classes, and career counseling are all designed to address issues of gender discrimination. Employers interviewing on campus are required to sign non-discrimination statements. Complaints from students about interviewers are followed up, sequentially, by inquiry, information, counsel, and, if necessary, sanctions.

Child Care

During 1988-89, 52 female student parents and 34 male student parents utilized on-campus child care. One-third of the children lived with a single mother. Parents on the waiting list were similar in gender proportion to the parents served.

Student Organizations, Codes of Conduct, and Rules

WSU recognizes only student organizations which do not discriminate on the basis of gender. The institution states that all codes of conduct and rules are gender neutral on their face and are applied equally to both genders.

Residence Life and Housing

WSU has both single sex and co-educational residence halls, single student apartments, and family housing units. The institution states that there appear to be no significant differences in physical condition or access to services. No information is provided about family units.

All Campus Facilities Not Covered in Other Sections

The following information is provided about restroom facilities in buildings other than residence halls:

TABLE V: Restroom Facilities Assigned to Each Gender

	COMMODES/URINALS	SINKS	SHOWERS	
			Individual	Group
MEN	945 (60%)	523 (52%)	31	38
WOMEN	636 (40%)	477 (48%)	81	3

COMMENT: *THERE IS, PERHAPS, A SLIGHT DISCREPANCY IN THE AVAILABILITY OF RESTROOM FACILITIES WHERE THE STUDENT BODY WAS 56% MEN AND 44% WOMEN AND WHERE THAT GAP IS APPARENTLY NARROWING. A MORE COMPLETE PICTURE COULD BE ACHIEVED BY INCLUDING THE NEEDS OF FACULTY AND STAFF, AS WELL.*

SEXUAL HARASSMENT, SEXUAL ASSAULT, ABUSE, AND RAPE

The institution describes the inception, revision, and dissemination of its sexual harassment policy.

INTERCOLLEGIATE ATHLETICS

Participation

For 1988-89, WSU fielded teams composed of 417 athletes, of whom 289 (69.5%) were men and 127 (30.5%) were women. Men and women each competed in six varsity sports. The chart on the following pages displays the participation opportunities in each sport for that year, the athletic scholarships awarded in each sport and information about the availability and level of coaching for each team.

With the recent addition of two sports for women, the proportion of women athletes has risen to 44% (WSU's court mandated proportion) for the current year. This was accomplished by elevating women's soccer and women's crew to intercollegiate sports, while leaving men's soccer and crew as club sports.

Scholarships

During 1988-89, 23% of the athletic scholarship funds were awarded to women and 77% to men. Overall, men athletes received an average award of $6,131 and women athletes received an average of $4,067, probably reflecting a higher proportion of men recruited from out-of-state. The institution states that beginning in 1988 funds were allocated to bring all women's sports to the full number of NCAA scholarships allowed.

Priority Level

Information is provided about expenditures by sport indicating compliance with court ordered expenditure levels.

COMMENT: *EQUITY DOES NOT REQUIRE EQUAL DOLLAR AMOUNTS TO BE SPENT ON EACH SPORT OR GENDER, BUT RATHER THAT PROPORTIONAL NUMBERS OF MEN AND WOMEN PARTICIPATE IN SPORTS THAT ARE SUPPORTED AT SIMILAR LEVELS OF LUXURY OR AUSTERITY.*

BASED ON EXPENDITURE LEVEL, COACH/PLAYER RATIO, FULL VERSUS PART-TIME COACHES, AND COACHING SALARIES, IT APPEARS THAT FOOTBALL AND MEN'S BASKETBALL WERE CONSIDERED PRIORITY SPORTS. WOMEN'S BASKETBALL, VOLLEYBALL (WOMEN), MEN AND WOMEN'S TRACK, BASEBALL (MEN), AND SWIMMING (WOMEN) COULD BE CONSIDERED THE INTERMEDIATE SPORTS AT THIS INSTITUTION. MEN AND WOMEN'S TENNIS AND MEN AND WOMEN'S GOLF WERE SUPPORTED AT A SLIGHTLY MORE BASIC LEVEL.

THE FOLLOWING CHART SHOWS THE PERCENT OF MEN AND OF WOMEN ATHLETES WHO PARTICIPATED IN SPORTS SUPPORTED AT EACH LEVEL.

TABLE VI: PERCENT OF ATHLETES AT EACH PRIORITY LEVEL BY GENDER

	MEN	WOMEN
PRIORITY	48.8%	
INTERMEDIATE	36.3%	84.3%
BASIC	14.9%	15.7%

WHILE THE ABOVE IS A VERY ROUGH APPROXIMATION, AND OTHER FACTORS COULD PERHAPS ALSO BE INCLUDED IN A MORE PRECISE ASSESSMENT, THIS IS AN AREA TO WHICH THE UNIVERSITY WILL PROBABLY WISH TO PAY ATTENTION IN ITS PLANNING EFFORTS.

Administration and Marketing

The report notes that of the 20 administrative positions, 13 are held by men and seven by women. Sixteen of the administrators hold the title of director, of whom 11 are males.

The institution notes that continued progress needs to be made toward equitable marketing efforts for both genders.

Coaching

During 1988-89, WSU had 38 coaches in the intercollegiate athletic program, 31 of whom were men and seven of whom were women. Six of the 11 coaches of women's teams were women. One of four coaches of jointly coached teams was a women. All 23 coaches of men's teams were men. Table VII, on the following pages, provides additional information about the coaching staff.

***COMMENT:** THE AVAILABILITY OF FEMALE COACHES AS ROLE MODELS NEEDS TO CONTINUE TO BE ADDRESSED, BUT THERE DO NOT APPEAR TO BE SUBSTANTIAL DISCREPANCIES IN THE AVAILABILITY OR LEVEL OF COACHING OVERALL BETWEEN MEN'S AND WOMEN'S SPORTS. THE INSTITUTION WILL WANT TO CONTINUE TO MONITOR THE EXPERIENCE LEVEL OF COACHES HIRED.*

TABLE VII: Participants, Financial Aid, and Coaching by Sport and Gender, Washington State University, 1988-89.

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	# Aid	Avg $	G	%	Yrs	Sal	#	# Aid	Avg $	G	%	Yrs	Sal
Baseball	55	32	2,877	M	63%	38	30,680							
Ass't.				M	100%	8	26,000							
Basketball	16	14	8,389	M	100%	10	56,250	14	14	7,399	M	100%	12	31,875
Ass't.				M	100%	5	30,480				F	100%	6	20,050
Ass't.				M	100%	3	27,500				M	100%	10	19,781
Ass't.				M	50%	1	9,000							
Golf	23	7	1,651	F	100%	5	21,191	8	6	2,889	(Jointly Coached)			
				M	50%	1	8,991							
Swimming								26	16	3,125	F	100%	11	31,311
Ass't.											M	50%	1	8,000
Volleyball								16	12	6,652	F	100%	11	36,000
Ass't.											F	100%	2	19,000
Ass't.											M	50%	2	9,000
Track/Field Cross Country	50	30	3,500	M	100%	18	35,357	51	27	2,593	M	100%	13	34,052
Ass't.				M	67%	26	28,056				F	100%	8	16,493
Ass't.											F	67%	18	15,090

NOTE: # = number of participants
Aid = number receiving financial aid
Av $ = average amount of financial aid
G = gender of coach
% = percent of time paid for coaching
Yrs = years of coaching experience
Sal = salary for coaching duties
Jointly Coached = men's and women's teams coached by the same coach(es)

BEST COPY AVAILABLE

TABLE VII (CONT'D.)

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
Sport	#	# Aid	Avg $	G	%	Yrs	Sal	#	# Aid	Avg $	G	%	Yrs	Sal
Tennis	20	10	1,123	M	50%	23	16,052	12	8	2,106	(Jointly Coached)			
				M	50%	2	9,000							
Football	125	89	8,746	M	100%	18	79,500							
Ass't				M	100%	21	42,600							
Ass't				M	100%	11	44,100							
Ass't.				M	100%	13	42,600							
Ass't.				M	100%	14	46,850							
Ass't.				M	100%	7	35,000							
Ass't.				M	100%	7	46,000							
Ass't.				M	100%	17	48,900							
Ass't.				M	100%	19	46,000							
Ass't.				M	50%	1	8,900							
Ass't.				M	50%	1	8,900							
Ass't.				M	50%	1	8,900							
Ass't.				M	50%	1	8,900							
Ass't.				M	50%	1	8,900							

Facilities

In 1988-89 competitive facilities, practice areas and locker rooms still exhibited discrepancies between genders in both quality and proportional area. The institution indicates that improvements have occurred and additional planning is underway to address this issue.

Summary

The self-study report states that, "In the past several years, all aspects of the athletic program have been altered to equalize equipment, travel, marketing, facilities, scheduling, budgets, coaching and scholarships." The report also states, however, that inequities in marketing as well as all aspects of facilities, including locker rooms and practice and competitive facilities will continue to be dealt with in the future.

WASHINGTON STATE UNIVERSITY

GENDER EQUITY PLAN

Washington State University's gender equity plan is based on both their gender equity self-study and the 1990 report of the university's Commission on the Status of Women. The Commission, in operation since 1971, provides periodic reports and recommendations to the university as a whole. One result of this process was the establishment, in 1988, of the Women's Resource and Research Center as a focus for programming, research, and services for women. A new child care facility is expected to be funded for this biennium, which will provide infant, child, and after school care for students, faculty, and staff. A new brochure was developed in 1989 to help address the fact that the institution lags behind the national average in proportion of women at both the undergraduate and graduate level. For the future, the institution has identified the following goals and strategies:

- More equal representation of women at the undergraduate and graduate levels:

  1. The Office of Admissions and the Graduate School will work with colleges and academic departments to continue to develop specialized recruitment efforts for women, especially in academic areas in which women have been underrepresented, including direct mail contacts and on-campus programs.

  2. The Graduate School Strategic Plan for Recruitment and Retention of Minority Students includes women graduate students in the sciences and engineering.

  3. A Committee on Women in Math, Science, and Engineering has produced a draft five year plan for increasing the participation of women in these fields.

  4. WSU will continue the two year old partner accommodation policy in an effort to continue to attract female faculty as role models.

  Progress in this area will be monitored by Affirmative Action.

- Better data collection: Institutional Research, Affirmative Action, and the Women's Resource and Research Center will identify the types of data and reports which need to be generated in order to monitor key issues which measure progress.

- More information on need-based scholarships: The Office of Student Financial Aid is examining this issue in more detail to determine why women receive more scholarships, but smaller awards, and whether this has a disproportionately negative effect on women. Affirmative Action will monitor the results of the study.

WASHINGTON STATE UNIVERSITY

GENDER EQUITY PLAN

Washington State University's gender equity plan is based on both their gender equity self-study and the 1990 report of the university's Commission on the Status of Women. The Commission, in operation since 1971, provides periodic reports and recommendations to the university as a whole. One result of this process was the establishment, in 1988, of the Women's Resource and Research Center as a focus for programming, research, and services for women. A new child care facility is expected to be funded for this biennium, which will provide infant, child, and after school care for students, faculty, and staff. A new brochure was developed in 1989 to help address the fact that the institution lags behind the national average in proportion of women at both the undergraduate and graduate level. For the future, the institution has identified the following goals and strategies:

- More equal representation of women at the undergraduate and graduate levels:

  1. The Office of Admissions and the Graduate School will work with colleges and academic departments to continue to develop specialized recruitment efforts for women, especially in academic areas in which women have been underrepresented, including direct mail contacts and on-campus programs.

  2. The Graduate School Strategic Plan for Recruitment and Retention of Minority Students includes women graduate students in the sciences and engineering.

  3. A Committee on Women in Math, Science, and Engineering has produced a draft five year plan for increasing the participation of women in these fields.

  4. WSU will continue the two year old partner accommodation policy in an effort to continue to attract female faculty as role models.

  Progress in this area will be monitored by Affirmative Action.

- Better data collection: Institutional Research, Affirmative Action, and the Women's Resource and Research Center will identify the types of data and reports which need to be generated in order to monitor key issues which measure progress.

- More information on need-based scholarships: The Office of Student Financial Aid is examining this issue in more detail to determine why women receive more scholarships, but smaller awards, and whether this has a disproportionately negative effect on women. Affirmative Action will monitor the results of the study.

- More information on the gap between the number of female graduate students who apply and those who enroll: The Graduate School will determine whether there is differential treatment of applicants, such as in the offering of teaching and research assistantships. Affirmative Action will monitor the results of the study.

- Continued monitoring of the overall efforts made by WSU in the advancement of women: Continue to examine institutional policies and procedures using The New Agenda of Women for Higher Education (American Council on Education Special Report).

- Continued progress in Intercollegiate Athletics:

  1. In 1989 women's soccer was added to the program, and in 1990 women's crew was also added. There are now nine sports offered for women and seven for men. The participation rate by gender is 44% (225) women and 56% (283) men. The Athletic Department will monitor this rate closely.

  2. By 1992 full scholarship funding for soccer will be implemented. A plan is being developed to award 30 scholarships for crew by 1994. (Financial assistance for crew requires sensitivity to additional issues, including the traditional non-scholarship nature of the sport in this part of the country, the lack of NCAA specifications on crew as a non-conference sport, and even the fact that scholarships would seldom be awarded to outstanding high school athletes in this sport because there are very few high school crews). The institution states that they "plan to develop a creative matrix to provide scholarships for leadership and academic merit in crew as well as for athletic ability."

  3. In 1989 a head coach was hired for women's soccer. In 1990 a head coach was hired for women's crew, as well as a half-time coach for novice crew and a half-time assistant soccer coach. In 1991 a full-time coach for novice crew and an intern crew coach will be hired. In 1990 a separate temporary coach was hired for the women's tennis team, and the position upgraded to permanent, full-time status in 1991. In 1992 the assistant coach positions for soccer, women's track, and golf will be increased to full-time.

     An additional academic counselor, assistant sports director, and assistant event manager positions were filled on a permanent basis in 1990-91, with a full-time marketing and promotions position for women's sports requested for 1992.

  4. During the past two years facilities for women's programs have been enhanced, including the soccer field, Bohler Gym, and Gibb Pool. Initial planning is underway for an addition or annex to Bohler Gym. The institution

states that, "all practice and competitive facilities are assigned and scheduled on an equitable basis and that priority is given to those sports in season regardless off gender. Less desirable time slots are rotated among all men's and women's teams using a given facility."

5. The institution states that it has moved aggressively to equalize support services and provides several examples. During 1990-91 increased media exposure for women's sports has been a high priority. A multi-year contract with Prime Sports Northwest televised 41 WSU events during 1990-91, 20 of which were women's basketball, volleyball, soccer, and swimming.

   In order to help support recent changes, fundraising efforts have focused on the needs of the entire program and include incentives for unrestricted gifts.

6. Direct support for women's programs has grown by $731,869 over the last two years, compared to growth in men's programs of $263,548. Budget proposals for 1991-92 reflect an additional $428,563 increase in direct support for women's programs.

7. Additional activities planned for the future include:

   a. Monitor participation rates as the overall proportion of women in the student body exceeds 44%, as it is expected to do.

   b. Consider placing a cap on the numbers of men in sports such as football, baseball, and track.

   c. Upgrade competition schedules for soccer, crew, and women's tennis to meet NCAA Division I requirements.

   d. Continue to monitor for the necessity of adding additional women's sports and/or financial aid.

VII. WESTERN WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 9,838

WOMEN UNDERGRADUATES: 54%
MEN UNDERGRADUATES: 46%

WOMEN GRADUATE STUDENTS: 53.5%
MEN GRADUATE STUDENTS: 46.5%

ACADEMICS: Of 33 departments in six colleges, 23 showed discrepancies between numbers of men and women enrolled.

Thirteen of 19 graduate majors with enrollments of more than 10 students also showed a gender discrepancy.

STUDENT SERVICES: There is a long waiting list of women wishing to see a female counselor. Some older career material portraying traditional occupational roles will be replaced.

Further study is warranted to determine whether the apparent difference between the unmet need of males and females receiving financial aid is significant.

The Student Emergency Health Plan does not cover ectopic or regular pregnancy, although all emergency conditions of males are apparently covered.

There is a slight discrepancy in the availability of restroom facilities.

ATHLETICS: Participants: 32% women
68% men

Coaches (total): 25 men; 3 women
Women's Teams: 4 men; 2 women
Jointly Coached: 3 men; 1 woman
Men's Teams: 17 men

Athletic Financial Aid: 24% to women
76% to men

Administration, Facilities, Promotion: Equity issues remain, but are being addressed.

BEST COPY AVAILABLE

WESTERN WASHINGTON UNIVERSITY

GENDER EQUITY SELF-STUDY

INTRODUCTION

Western Washington University's student body of 9,838 consisted of a ratio of one male for every 1.17 female, or 54% female and 46% male for 1988-89.

NONDISCRIMINATION STATEMENT AND COMPLAINT PROCEDURE

All of the appropriate non-discrimination statements and complaint procedures are in place.

ACADEMIC/ADMISSIONS

Admissions procedures to the institution and to individual programs are described. Fifteen programs have specific entrance requirements in addition to those of the university. Of those programs,

Communications,
Psychology,
Speech Pathology and Audiology,
Educational Curriculum and Instruction, and
Fine Arts

have enrollments heavily favoring women. Similarly,

Computer Science,
Technology,
Economics,
Finance/ Marketing/ Decision Sciences, and
Management

have enrollments with a high ratio of men students. The five remaining departments with specific admission requirements,

Physical Education/Health/Recreation,
Accounting,
Master of Business Administration,
Music, and
Huxley College's graduate program

show no significant gender discrepancy.

Proportions of male and females applicants admitted and enrolled for Fall, 1988, are summarized in the chart below:

TABLE I

	ADMITTED			ENROLLED		
	FRESHMAN	TRANSFER	GRADUATE	FRESHMAN	TRANSFER	GRADUATE
FEMALE	58.4%	51.6%	51.4%	58.5%	49.9%	52.1%
MALE	41.6%	48.4%	48.6%	41.5%	50.1%	47.9%

College of Arts and Sciences

Of 33 departments in six colleges, WWU identifies 13 as having substantial discrepancies from the institutional gender ratio. An additional 10 departments have smaller, although still significant, variations for a total of 23 departments with gender disproportions. In 12 departments women are over-represented, while in 11 departments they are under-represented, for the most part along traditional lines. The following departments exhibit an imbalance between numbers of men and women students. Special efforts to address discrepancies identified by the departments are noted. Majors with substantial discrepancies are identified in bold. The profiles summarize information requested in the guidelines, all of which may not be equally relevant to each department.

Anthropology: There are no special recruiting or retention activities at the undergraduate level. The graduate program sends fliers to Anthropology departments. T.A. training in gender equity is provided.

Undergraduate enrollment: 18 males (31%) and 40 females (69%)
Graduate enrollment: 7 males (35%) and 13 females (65%)
Honors enrollments: 38 males (29%) and 93 females (71%)

100% (7) of the males and 38% (5) of the females served as graduate assistants.

WWU notes the discrepancy between male and female students. There is also a discrepancy between graduate assistantships.

Efforts are noted to integrate women's and men's issues, and two women's studies courses are offered.

Chemistry: There are no special recruiting, retention, or gender equity training activities.

Undergraduate enrollment: 55 (65%) males and 30 (35%) females

Graduate enrollment: 2 males and 3 females, with assistantships and scholarships evenly split

Communications: There are no special recruiting, retention, or training programs.

Undergraduate enrollment: 92 (36%) males and 161 (64%) females.
Instructional assistants: 1 male and 2 females

The department attends to gender issues in textbook selection, course topics, and individual projects and papers

Computer Science: There are no special recruiting, retention, or training programs. Admission requires minimum GPA in specific math and computer courses.

Undergraduate enrollment: 183 (84%) males and 35 (16%) females.
Graduate enrollment: 8 males (80%) and 2 females (20%).
Teaching assistantships: 6 males and 2 females

The department has hired women to fill the two newest faculty positions

English: No special recruiting or retention programs, however, new teaching assistants participate in a session on "Gender Equality in the Classroom" to train them in equitable classroom processes.

Undergraduate: 108 males (31%) and 239 females (69%)
Graduate: 15 males (42%) and 21 females (58%)

The department notes that half of the undergraduates are preparing for teaching, more commonly chosen by women, and that their long term women's studies program attracts women.

The department pioneered women's studies at WWU and continues to work on integration in the curriculum.

Foreign Language:

No special recruiting, retention, or training programs are utilized: than those available campus wide.

Undergraduate: 15 males (24%) and 48 females (76%)

The department states that texts are used that fairly represent scholarship by women and avoid stereotyping.

Geography and Regional Planning:

No recruiting, retention or training programs other than those available campus wide.

Undergraduate: 51 males (77%) and 15 females (23%)
Graduate: 4 males and 3 females

It was noted that there are no tenured or tenure-track female faculty members, reflecting a national trend.

Geology:

The department has no special retention or training program, but highlights a woman in their graduate recruiting poster.

Undergraduate: 37 males (82%) and 8 females (18%)
Graduate: 21 males (78%) and 6 females (12%)
Honors: 24 males (61%) and 10 females (39%)

The department recently hired a tenure track female faculty member.

History:

No special recruiting, retention, or training programs.

Undergraduate: 112 males (63%) and 67 females (37%)
Graduate: 14 males (58%) and 10 females (42%)

Department has sought to hire additional women to the faculty, to emphasize women in history, and to network women faculty and students, resulting in increasing participation by the underrepresented gender.

Home Economics:

No departmental recruiting or retention programs. The sexual harassment ombudsperson addressed the faculty this year to raise awareness.

Undergraduates: 12 males (7%) and 156 females (93%)

The department would like to change its name and add males to the faculty. It states that it has achieved full integration of women's studies into the curriculum.

Philosophy:

No special recruiting, retention, or training programs.

Undergraduates: 10 males (77%) and 3 females (23%)

Physics and Astronomy:

No departmental recruiting or retention programs. Department states that no additional education is needed in gender equity.

Undergraduates: 32 males (84%) and 6 females (16%)

The department states that, "The anti-rational nature of current U.S. culture discourages students of both genders from a fairly early age from the study of physics; it appears to discourage female students even more strongly."

Political Science:

No departmental recruiting or retention programs. Inservice workshops with the sexual harassment ombudsperson are provided.

Undergraduates: 91 males (57%) and 70 females (43%)
Graduates: 10 males (67%) and 5 females (33%)

The department states that an all-male faculty may have affected enrollments. Three tenure track female faculty members have been added in the past two years with specific efforts to promote their retention, and curricular integration of women's studies has been expanded.

Psychology:

No departmental recruiting or retention activities. The department encourages attendance at university gender equity workshops.

Undergraduates: 134 males (36%) and 373 females (74%)
Graduates: 18 males (38%) and 29 females (62%)
Assistantships: 7 males (47%) and 8 females (53%)
Honors: 7 males (47%) and 8 females (53%)

The department speculates that the shift from a high male to high female ratio in this field reflects women shifting from teaching and nursing to another field emphasizing interacting with people, but with more career options. No efforts have been made to attract more males.

The department states that it has worked very hard to recruit women candidates for faculty openings. Gender issues are integrated into many courses.

Sociology:

No departmental recruiting or retention activities. The department states that, "The discipline itself induces so much emphasis on these issues that no inservice is needed."

Undergraduates: 28 males (27%) and 76 females (73%)
Graduates: 9 males (82%) and 2 females (18%)
Assistantships: 3 males and 2 females

The department indicates integration of gender issues throughout the curriculum because of the nature of the field.

Speech Pathology and Audiology:

The department uses an introductory course to recruit lower division students. No retention or training activities.

Undergraduate: 7 males (11%) and 57 females (89%)
Graduate: 2 males (4%) and 46 females (96%)
Assistantships: 12 females (100%)

The department notes that helping professions with jobs in hospitals and schools attract more females than males. Efforts have been made to attract more males, with limited success.

Technology: No departmental recruiting, retention, or training activities.

Undergraduate: 357 males (78%) and 102 females (22%)
Graduate: 1 male

The department has recently hired a female faculty engineer.

College of Business and Economics- Female enrollment is rising, perhaps as a result of hiring more women faculty as role models. Two-thirds of the faculty have incorporated texts written by women into classroom instruction.

Economics: No departmental recruiting or retention programs. Gender equity issues were discussed at faculty retreat and at new faculty orientation.

Undergraduate: 43 males (77%) and 13 females (23%)

Finance, Marketing, and Decision Sciences and Management:
Informational meetings are held for interested undergraduates. Students are carefully advised and tracked. Gender equity issues were discussed at faculty retreat and at new faculty orientation.

Undergraduates: 312 males (61%) and 199 females (39%)

College of Education

Educational Curriculum and Instruction: The department publishes informational brochures and a video, and conducts a minority outreach program in Seattle. All materials are reviewed for gender equity. The college committee on diversity is planning a college-wide training process.

Undergraduates: 362 males (30%) and 864 females (70%)
Graduates: 33 males (39%) and 52 females (61%)
Assistants: 1 male and 4 females

Fairhaven College

Active recruiting, including information mailings, phone calls, school visitations, letters, and interviews. Retention includes new student orientation, introductory seminar, identification and tracking process, and close advising.

Undergraduates: 44 males (35%) and 80 females (65%) (declared majors only, not all students)

The college suggests that it attracts older, returning, women students because of its flexibility and its expertise in women's studies.

1987-88 included a year-long project on inclusion and infusion of gender and ethnic diversity in the curriculum. Attention to these issues continues for each newly proposed course. Efforts have been made to hire women faculty, who now include a number with expertise in women's studies.

College of Fine and Performing Arts

Art: Recruits through exhibitions in Seattle and artistic relationships with community college faculty. No special retention or training activities.

Undergraduates: 51 males (33%) and 109 females (68%)
Graduates: 2 males

Gender and minority issues are emphasized in exhibits, visiting artists, and public lectures.

Theater/Dance: Recruits through annual month-long Western Theater on Tour Program. No retention or training activities.

Undergraduates: 15 males (35%) and 28 females (65%)
Graduates: 3 males and 3 females
Assistants: 2 females

Selection of plays takes gender balance into account. Female playwrights are studied.

COUNSELING AND USE OF APPRAISAL AND COUNSELING MATERIALS

Materials, activities, and availability of counselors of both genders appears to have been carefully examined for all sites where counseling occurs. For the most part, there were no apparent gender discrepancies or inequities. Substantial efforts have been made to assist students with gender issues, as needed, including support groups on various issues and encouragement to expand career horizons. There is a long waiting period for women wishing to see a female counselor.

Some older career material portrays traditional occupational roles, and will be replaced as budget allows. Special publications are made available to offset this possible bias.

STUDENT EMPLOYMENT

Student employment procedures are described, all of which are designed to be gender neutral. Gender ratios of students employed on-campus reflect the gender ratio of the student body. Students of both genders are equitably distributed across the pay scale.

FINANCIAL AID

Financial aid procedures are described. The gender ratios of recipients of each type of aid (grants, work, loans, non-need based) and overall totals closely reflects the gender ratio of the student body. Average aid per recipient was $3,870 for males and $3,933 for females. Although the institution was able to meet the vast majority of the assessed need of aid recipients, 5.3% of the need level of male students and 10.5% of the need level for female students remained unmet.

The following tables show details of WWU's financial aid awards for 1988-89, by gender:

TABLE II: Need, Unmet Need, and Types of Aid, by Gender

For All Students Receiving Aid:	Males	Females
A. Percent of the total need for financial aid required by each gender	44 %	56 %
B. Proportion of need unmet after aid awarded	5.3 %	10.5 %
C. Percent of all grant aid awarded to each gender	44 %	56 %
D. Percent of all loan aid awarded to each gender	45 %	55 %
E. Percent of all work aid awarded to each gender	44 %	56 %

Line A (above) identifies that 56% of the total amount of need identified for all WWU applicants by the federally-approved standard application was the financial need of women students, while 44% was the need of men students.

Line B notes the percent of need remaining unmet, by gender, after all aid had been awarded.

Lines C, D, and E note the percent of the total amount of each type of aid awarded to each gender.

TABLE III: Proportion of Aid Package by Type of Aid

For Each Student Receiving Aid:	Males	Females
Average proportion awarded as grants	45%	46%
Average proportion awarded as loans	44%	43%
Average proportion awarded as work	10%	10%
Total	**100 %**	**100 %**

Table II portrays the proportion of each type of aid received by each gender as part of a total aid package. In other words, of all the need-based financial aid received by males, was in the form of grants, in the form of loans, and as work awards.

COMMENT: FURTHER STUDY MAY BE WARRANTED TO DETERMINE WHETHER THE DIFFERENCE IN UNMET NEED IS SIGNIFICANT AND, IF SO, HOW IT OCCURS.

RECREATIONAL ACTIVITIES

Recreational activities are actively promoted for both male and female students. Efforts are made to offer activities according to the interests of all students. All services associated with recreational activities and club sports are reported to be available on an equitable basis. Women continue to be underrepresented in overall numbers of participants. Since the 1988-89 period when data for this study was collected, the popularity of co-rec sports has accelerated considerably, thereby improving participation ratios.

OTHER STUDENT SERVICES

Health Services

Female students tend to use most health services more frequently than do male students. All lab tests and medications carry additional charges, which means that routine care for females may cost more than routine care for males.

In addition, the Student Emergency Health Plan does not cover pregnancy in general, or ectopic pregnancy in particular, although all emergency conditions experienced by males are apparently covered. The latter situation is being explored with the Assistant Attorney General's office.

Special Services

Minority Affairs and the Tutorial Center served populations whose gender make-up substantially paralleled that of the institution as a whole. Young women students were overrepresented in both the SMART and Upward Bound summer programs.

Placement Services

Employers are required to affirm in writing that they do not discriminate on any prohibited basis. Staff makes it a point to address gender bias issues in all job search workshops and to assist students individually in preparing to deal with such issues in their job searches and employment.

Child Care

Up to 38 children can be served at the child care center. A similar number remain unserved each year. The children of 27 female students and 9 male students were served during the target year.

Student Organizations

Student organizations are extremely numerous and widely diverse. Many of them are designed to address issues of diversity and oppression. Gender discrimination, as well as all other forms of discrimination, is prohibited by policy. The leadership of the 138 recognized organizations is evenly divided between males and females.

Student Codes, Housing, Residence Life and Activities

No gender discrepancies were noted in the study of student codes, housing, or residence life and activities. All residence buildings are co-ed, with more desirable units assigned on the basis of seniority. Only two units are rented to families.

All Other Facilities

Restroom and shower facilities for all other campus buildings were identified. Numbers and condition were described as fairly similar. Overall, 52.4% of the square footage of restroom space is assigned to males. Males are also assigned 59% of the toilet/urinal facilities, and 51% of the sinks.

COMMENT: THERE IS, PERHAPS, A SLIGHT DISCREPANCY IN THE AVAILABILITY OF RESTROOM FACILITIES WHERE THE STUDENT BODY IS 46% MALE AND 54% FEMALE. A MORE COMPLETE PICTURE COULD BE ACHIEVED BY INCLUDING THE NEEDS OF FACULTY AND STAFF, AS WELL.

SEXUAL HARASSMENT, SEXUAL ASSAULT, ABUSE, AND RAPE

Policies and activities in all of these areas are described. In addition, the study reports that, "Western established a Task Force on Sexual Harassment in 1987 to review policy, identify areas of concern, and make recommendations for change. The Task Force recommended that the university: establish the position of ombudsperson; implement a sexual harassment education program; undertake policy modifications; provide advocacy and support for students; and assign to the Affirmative Action Advisory Committee responsibility for monitoring the student sexual harassment policy."

INTERCOLLEGIATE ATHLETICS

Participation

In 1988-89 there were eight varsity sports for men and seven for women. Of the 315 athletes, 68% (214) were men and 32% (101) were women. Table V identifies the participants by sport.

Scholarships

Males were awarded 76% and females 24% of the available financial aid, in the form of grants to replace loan or work components of a need-based aid package. Seven male basketball players, 9 football players, and 4 female basketball players received this type of assistance.

Priority Level

The institution states that expenditures for athletics were proportional to the number of participants: 67.7% of the total budget was expended on men's sports and 32.8% on women's sports.

Costs of administration, marketing and promotion, clerical, trainers, laundry, insurance, etc. are not included in the summaries provided in the study report, but it states that their benefits are equitably distributed, except in the area of marketing and promotion, which concentrated on football and the two basketball teams.

COMMENT: BY INCLUDING COACHES SALARIES, AN ANALYSIS OF LISTED EXPENDITURES

SUGGESTS THAT 72% SUPPORTED PROGRAMS FOR MALE ATHLETES, WHILE 28% SUPPORTED THE ACTIVITIES OF FEMALE ATHLETES.

EQUITY DOES NOT REQUIRE EQUAL DOLLAR AMOUNTS TO BE SPENT ON EACH GENDER, BUT RATHER THAT PROPORTIONAL NUMBERS OF MEN AND WOMEN PARTICIPATE IN SPORTS THAT ARE SUPPORTED AT SIMILAR LEVELS OF LUXURY OR AUSTERITY. BASED ON COACHING SALARIES, NUMBER OF ASSISTANT COACHES, FULL VERSUS PART-TIME COACHES, MARKETING AND PROMOTIONAL EFFORTS, AND FINANCIAL AID AWARDED TO ATHLETES, IT APPEARS THAT FOOTBALL AND MEN'S BASKETBALL WERE CONSIDERED PREMIER SPORTS, WOMEN'S BASKETBALL FELL AT SOME MID-POINT, AND ALL OTHER MEN'S AND WOMEN'S SPORTS WERE SUPPORTED MORE FRUGALLY.

THE FOLLOWING CHART SHOWS THE PERCENT OF MEN AND WOMEN WHO PARTICIPATED IN SPORTS SUPPORTED AT EACH LEVEL:

TABLE IV: PRIORITY LEVEL OF SPORTS BY GENDER

LEVEL	MEN	WOMEN
PRIORITY	33 %	
INTERMEDIATE		10 %
BASIC	67 %	90%

Sports Information/Promotion

Marketing and promotion is concentrated on football and men's and women's basketball, based on expected revenue potential. On-campus publicity is described as similar for all sports. Sports information staff travels with the football team and both basketball teams.

Facilities

Practice and competition facilities are described as fairly similar for both genders across most sports. WWU, in general, has old athletic facilities without enough space for the athletic, recreation, and physical education demands placed upon it.

COMMENT: *AVAILABILITY AND CONDITION OF LOCKER ROOMS ARE NOT DESCRIBED. MOST FACILITIES OVER 20 YEARS OLD HAVE DIFFICULTIES WITH EQUITY IN THIS AREA. THE INCLUSION OF ADDITIONAL WOMEN ATHLETES IN THE NEAR FUTURE ALSO SUGGESTS A NEED FOR FURTHER EVALUATION OF PRACTICE AND COMPETITION FACILITIES, AS WELL AS LOCKER ROOMS.*

Coaching

Of 28 coaches and assistant coaches, 3 were women: the women's basketball coach and assistant coach and one assistant track coach. Table V on the following pages identifies the coaches by sport, gender, percent of time paid for coaching, years of experience, and salary for coaching duties.

COMMENT: *THERE WERE FEW WOMEN COACHES AND ADMINISTRATORS PROVIDED AS ROLE MODELS. THE ATHLETIC DIRECTOR, HOWEVER, IS ONE OF VERY FEW WOMEN IN THIS POSITION, NATIONWIDE, AND EFFORTS ARE UNDERWAY TO RECRUIT ADDITIONAL WOMEN COACHES.*

THERE ARE SOME DISCREPANCIES IN BOTH THE AMOUNT AND LEVEL OF COACHING AVAILABLE TO MEN ATHLETES COMPARED TO WOMEN ATHLETES, AS IDENTIFIED IN THE SELF-STUDY REPORT. FOR EXAMPLE, THE MEN'S BASKETBALL TEAM UTILIZED A FULL-TIME HEAD COACH, A GRADUATE ASSISTANT AS AN ASSISTANT COACH, AND A PART-TIME ASSISTANT COACH. THE WOMEN'S BASKETBALL TEAM HAD A PART-TIME HEAD COACH AND ONE FULL-TIME ASSISTANT COACH. THE MEN'S CREW TEAM WAS LED BY TWO PART-TIME COACHES, WHILE THE WOMEN'S TEAM, OF EQUAL SIZE, HAD ONE PART-TIME COACH.

Summary

COMMENT: *THE UNIVERSITY IS AWARE OF THE DISCREPANCIES REFLECTED IN THIS REPORT ON ATHLETICS. THEY EMPHASIZE THAT IMPROVEMENT HAS OCCURRED SINCE 1988-89, THE YEAR FOR WHICH THIS DATA WAS COLLECTED, AND THAT MORE IS ANTICIPATED, DUE BOTH TO INSTITUTIONAL EFFORTS AND TO SAVINGS FROM THE GENDER EQUITY IN ATHLETICS TUITION AND FEE WAIVERS BECOMING AVAILABLE.*

TABLE V: Athletic Participation, Financial Aid, and Coaching, Western Washington University 1988-89

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
SPORT	#	# Aid	Ave $	G	%	Yrs	Salary	#	# Aid	Ave $	G	%	Yrs	Salary
Basketball	12	7	943	M	90%	7	943	10	4	1,137	F	25%	23	10,500
Ass't.				M	100%	6	6,000				F	100%	3	15,000
Ass't.				M	prt	8	1,576							
Crew	32			M	prt	1	1,600	33			M	prt	4	1,200
Ass't.				M	prt	30	1,200							
Soccer	19			M	prt	3	3,145	17			M	prt	16	3,000
Ass't.				M	prt	0	545				M	prt	5	500
Track	61			M	100%	12	18,558	19			(Jointly Coached)			
Cross Country	23			M	prt	22	1,000	10						
				F	prt	3	900							
				M	prt	15	0							
Volleyball								10			M	prt	3	4,200
Golf	9			M	prt	3	0							

NOTE: # = number of participants # Aid = number receiving financial aid Av $ = average amount of financial aid
G = gender of coach % = percent of time paid for coaching Yrs = years of coaching experience
Sal = salary for coaching duties/Jointly Coached = men's and women's teams coached by the same coach(es)

119

120

BEST COPY AVAILABLE

TABLE V: Continued

	MALE ATHLETES			MEN'S COACHES				FEMALE ATHLETES			WOMEN'S COACHES			
Football	58	9	889	M	100%	12	25,100							
Ass't.				M	90%	8	17,500							
Ass't.				M	prt	2	500							
Ass't.				M	prt	4	1,000							
Ass't.				M	prt	2	1,000							
Ass't.				M	prt	4	900							
Ass't.				M	prt	2	1,000							
Ass't.				M	prt	11	1,000							
Ass't.				M	prt	3	2,500							
Ass't.				M	prt	20	250							

BEST COPY AVAILABLE

WESTERN WASHINGTON UNIVERSITY

GENDER EQUITY PLAN

The university proposes to focus its immediate efforts on four areas where it identified a need:

1. athletics
2. student support services
3. academic programs
4. sexual harassment

ATHLETICS

The plan sets the following specific goals:

1. Recruit additional women coaches with a goal of reaching 30% by 1992 and 38% by 1994.

2. Increase the amount of athletic scholarship support available to women to reach parity with men by 1992.

3. Achieve the required level of female participation by equalizing the number of women participating in the existing sports of cross-country, crew, basketball, soccer, tennis, and track and field.

COMMENT: WWU NEEDS TO ADD AT LEAST 36 FEMALE ATHLETES IN ORDER TO MEET THE STATUTORY MINIMUM PROPORTIONS BY 1994. AN ADDITIONAL WOMEN'S SPORT MAY BE NEEDED IN ORDER TO MEET THIS GOAL. IT IS UNDERSTOOD THAT THE UNIVERSITY IS PREPARED TO ELEVATE A CLUB SPORT TO A VARSITY SPORT, IF THIS PROVES TO BE THE CASE.

THE UNIVERSITY WILL ALSO NEED TO DEMONSTRATE PROGRESS SINCE 1988-89 IN THE FOLLOWING AREAS, AND MAY WANT TO CONSIDER THEM IN ITS PLAN:

1. *PREMIER SPORT STATUS (TO THE LEVEL PRACTICED BY THE INSTITUTION) FOR PROPORTIONAL NUMBERS OF MALE AND FEMALE ATHLETES,*

2. *EQUITABLE MARKETING AND PROMOTION FOR TEAMS WITH SIMILAR STATUS WITHIN THE PROGRAM,*

3. *EQUITABLE AMOUNTS AND LEVELS OF COACHING AVAILABLE TO TEAMS WITH SIMILAR COACHING NEEDS AND SIMILAR STATUS WITHIN THE PROGRAM.*

STUDENT SUPPORT SERVICES

In student services, the university identifies the areas of financial aid, counseling, and publications for further attention, leading to the following activities:

1. Monitor financial aid awards to ensure that the minor discrepancy between awards to men and women students does not widen.

2. Increase activities in the area of non-traditional career explorations for women and men.

3. Provide additional assistance to departments seeking to attract more students to majors in which one gender is currently underrepresented.

4. Target the next counselor opening for a female in order to reduce the waiting list of students requesting a woman counselor.

5. Update publications at all counseling sites by fall of 1992.

COMMENT: THE FOLLOWING ITEMS SHOULD BE CONSIDERED IN THE PLAN, AS WELL:

1. *IDENTIFY MEASURABLE OBJECTIVES FOR ITEMS TWO AND THREE, ABOVE, IN ORDER TO BE ABLE TO DETERMINE WHETHER THESE GOALS HAVE BEEN MET.*

2. *MONITOR AND EVALUATE THE DIFFERENCES IN UNMET NEED FOR FINANCIAL AID BETWEEN MEN AND WOMEN STUDENTS.*

3. *FURTHER ASSESS THE AVAILABILITY OF EQUITABLE HEALTH SERVICES, AND MODIFY THE PROGRAMS, IF NECESSARY.*

4. *FURTHER ASSES THE QUESTION OF EQUITABLE RESTROOM AVAILABILITY WITH A GOAL, AT MINIMUM, OF CONSIDERING THIS ISSUE IN THE DESIGN OF NEW AND REMODELED FACILITIES.*

ACADEMIC PROGRAMS

The university has identified 13 of 36 departments with substantial discrepancies between the number of male and female undergraduate majors. In addition, another 10 departments have less severe gender discrepancies. Most of these discrepancies fall along traditional lines. The university has already undertaken a variety of activities to address this situation:

1. More than 55% of the new faculty hired for 1990-91 were women.

2. Financial incentives were provided to each department, as well as to the respective deans, for hiring female or ethnic minority faculty members on a tenure track level for 1990-91.

3. The Women's Studies Program was reassigned to the Provost's Office. Additional staff will be hired as budget allocations allow.

Plans for 1991-92 include the following:

1. Continue the emphasis on hiring women faculty with a goal of reaching 25% by 1992.

2. Expand educational efforts for new faculty and teaching assistants to emphasize the effect of "classroom climate" on students, including its role in encouraging or discouraging student interest in subject areas as majors.

3. Include, by policy, at least one member on each search committee who has demonstrated a commitment to diversity.

4. Expand the role of the Affirmative Action Advisory Committee to include monitoring of efforts to reach gender balance and equity.

5. Some departments have undertaken or plan to undertake individual efforts to attract and retain students and faculty of the underrepresented gender.

COMMENT: *AS WITH SOME OF THE OTHER AREAS, ITEMS TWO AND FIVE COULD BE STRENGTHENED BY THE ADDITION OF OBJECTIVES THAT WOULD ALLOW FOR INDICATIONS OF PROGRESS.*

SEXUAL HARASSMENT

The institution plans to strengthen three aspects of its efforts in this area:

1. Determine if the half-time position of Ombudsman should be expanded to full-time,

2. Expand its education program for faculty and staff to reach more academic and administrative departments, and

3. Adopt policy modifications allowing the university to initiate an investigation, when appropriate, without written complaint by a student.

VIII. COMMUNITY COLLEGE SYSTEM

GENDER EQUITY SELF-STUDY

ABSTRACT

STUDENT POPULATION (1988-89): 264,643

TOTAL WOMEN STUDENTS: 54.8%
TOTAL MEN STUDENTS: 43.9%

TRANSFER PROGRAMS: 58% women
41% men (1% not reported)

VOCATIONAL PROGRAMS: 62% women
37% men (1% not reported)

BASIC SKILLS PROGRAMS: 54% women
44% men (2% not reported)

ACADEMICS: Of 40 programs identified by SBCCE, 31 showed discrepancies between numbers of men and women enrolled.

STUDENT SERVICES: SBCCE identifies child care as a critical need and notes that 666 children of community college students remained on waiting lists during 1989-90.

Women receive slightly higher average amounts of financial aid, but also have a higher average unmet need.

ATHLETICS: Some colleges still need to make adjustments in order to offer full opportunities for both genders.

Colleges still report difficulty hiring female athletic staff members, especially outside the Puget Sound area.

BEST COPY AVAILABLE

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

GENDER EQUITY SELF-STUDY

INTRODUCTION

In response to House Bill 1430 the State Board for Community College Education coordinated the completion of twenty-seven community college gender equity self studies. Washington Administrative Codes (WACs) developed by the Higher Education Coordinating Board (HECB) guided the self-study approach. Findings from the self studies were used to develop the community college system gender equity report and plan. Community college findings were disseminated to college staff members responsible for the campus studies and, collectively, the system report and plan were prepared. A list of the individuals who coordinated the institutional self studies is included in Appendix B.

Since the bill permits the HECB to delegate responsibility to the SBCCE for the self studies and the plan, SBCCE staff requested and received this authority from the HECB. This request was made to permit the community college system to complete individual institutional self studies and develop a community college **system** plan for gender equity.

With the shift in responsibility for the self studies and the report from the HECB to the SBCCE, State Board staff, in cooperation with system groups, developed self-study questionnaires which corresponded to the guidelines prepared by the HECB. The HECB guidelines requested both qualitative and quantitative information. The study that was designed required campus staff to review each of the areas indicated above in descriptive as well as numerical ways. The self studies did not include a review of community college staff or student and staff surveys regarding barriers to gender equity.

All twenty-seven colleges responded to the questionnaires and submitted the self studies to the State Board office by September 30, 1990. State Board and community college staff reviewed the self studies and prepared a single report and plan for the community college system.

A review of the self-study reports provided important baseline information about the participation of females within the community college system. The demographic data serve as an important beginning point.

Community College System Demographics

In 1988-89, 55 percent of the students were female. A larger percentage of females enroll on a part-time basis than men. Sixty-six percent of the females attended part time and 34 percent were full-time students. A profile of part-time and full-time students by gender is provided in Table I. Of those enrolled in academic and vocational courses, 21 percent were low-income parents, 10 percent were single parents, and 8 percent were re-entry homemakers.

TABLE I

PART-TIME AND FULL-TIME STUDENTS BY GENDER		
	STUDENTS	PERCENT OF TOTAL
PART-TIME		
FEMALE	95,134	36.0%
MALE	69,457	26.3%
NOT REPORTED	3,064	1.2%
TOTAL	167,655	63.4%
FULL-TIME		
FEMALE	49,820	18.8%
MALE	46,710	17.7%
NOT REPORTED	398	0.2%
TOTAL	96,988	36.6%
TOTALS		
TOTAL FEMALE	144,954	54.8%
TOTAL MALE	116,227	43.9%
TOTAL NOT REPORTED	3,462	1.3%
TOTALS	264,643	

Source: SBCCE Student MIS:SR1101, Version A (AYR 1988-89)

Table II, on the following page, depicts the age representation by gender for students attending Fall Quarter 1988.

BEST COPY AVAILABLE

During that quarter, students under 20 and up to 24 years of age were equally represented by each gender.

After the age of 25, more females were represented in each age group. Women have higher average and median age rates than men who attend community colleges.

TABLE II

STATE AND CONTRACT STUDENTS BY AGE AND GENDER				
AGE	FEMALE	MALE	NOT REPORTED	TOTAL
Under 20	15,796	14,188	132	30,116
20-24 Years Old	14,936	15,649	209	30,794
25-29 Years Old	12,687	10,185	194	23,066
30-34 Years Old	13,233	7,637	220	21,090
35-39 Years Old	10,292	5,645	158	16,095
40-44 Years Old	6,475	3,782	131	10,388
45-49 Years Old	3,557	2,150	55	5,762
50-54 Years Old	1,936	1,088	54	3,078
55-59 Years Old	1,376	732	44	2,152
60-64 Years Old	1,612	551	72	2,235
65 and Over	4,589	1,609	447	6,645
TOTAL	86,489	63,216	1,716	151,421
% OF TOTAL	57.1%	41.7%	1.1%	
Average Age	328	29.4	43.8	31.5
Median Age	29.9	25.7	37.2	28.0

Source: SBCCE AYR 1988-89; Fall Quarter 1988 Headcount.

With females representing 55 percent of community college of the overall enrollment in 1988-89, women students also are well represented in community college vocational, academic transfer and basic skills programs. Table III indicates the numbers and percentages of males and females in each of these areas.

TABLE III

STUDENT ENROLLMENT BY INSTITUTIONAL INTENT				
EDUCATIONAL CATEGORY	FEMALES	MALES	NOT REPORTED	TOTAL
Transfer	41,274 (58%)	29,399 (41%)	295 (<1%)	70,968
Vocational	41,165 (62%)	25,045 (37%)	477 (<1%)	66,687
Basic Skills	17,448 (54%)	14,134 (44%)	719 (2%)	32,301

Source: SR1109 State Supported Students by Selected Institutional Intent Category, Fall Quarter, 1988.

The State Board for Community College Education completed a study of Vocational Outcomes during Fall, 1990. The study involved students who were considered program completers in 1987-88. Of those enrolled during the time under study, 55 percent of the vocational students were female students. In this particular study, men were slightly less likely to complete a degree than women (30 percent compared with 33 percent of the women finishing).

Composition of community college staff was not reported by gender in 1988-89; however, the **1989-90 Annual Year Report** does provide this information. This report indicates that 48 percent of the faculty are female while women comprise 42 percent of the exempt staff and 70 percent of the classified staff. The information is represented in Table IV.

TABLE IV

COMMUNITY COLLEGE STAFF BY GENDER 1989-90		
CATEGORY OF STAFF	FEMALE	MALE
Faculty	48%	52%
Exempt	58%	42%
Classified Staff	70%	30%

Source: **1989-90 Annual Year Report.**

BEST COPY AVAILABLE

FINDINGS

All twenty-seven community college self studies were thoroughly reviewed in each of the areas specified by the HECB gender equity guidelines. Analysis of the questionnaires resulted in the identification of 10 major findings. These findings are discussed below:

1. Self-Study Process

The self-study process itself was beneficial to college staff. The process served as a focal point to re-establish commitment to the value of diversity. Diversity broadly defined by college staff incorporates the philosophy of the community college which seeks to provide opportunity and choice for all who enter. Community colleges were established as open door institutions: a point of entry for students who might not have any other educational alternative. Achieving diversity within student and staff populations and providing equal opportunities for all students are values that community college staff members expressed over and over again in filling out the questionnaires. Not only did college staff members express a sincere interest in equity for all students, but they indicated an interest in learning and creating new methods of providing a supportive campus climate and environment in which all students are able to successfully pursue their goals. Community college staff members restated their interest also in serving as examples of model employers and are interested in pursuing avenues to ensure employee policies are equitable and progressive.

2. Enrollment in Educational Programs

In 1988-89, female students comprised 55 percent of the total student population and 58 percent of the transfer enrollment, 62 percent of the vocational program enrollment and 54 percent of the basic skills enrollment. However, analysis of specific occupational programs by CIP code reveals that females continue to enroll in programs have historically attracted females. Occupational areas which attracted the highest percentage of females included:

Architecture (Interior Design)	97 percent female
Health Sciences	87 percent female
Home Economics	87 percent female
Law (Legal Assistant)	87 percent female
Business (Accounting/Bookkeeping)	86 percent female

Occupational areas attracting the lowest percentage of females included the following program areas:

Mechanics and Repair	5 percent female
Construction Trades	12 percent female
Transportation	17 percent female
Renewable Natural Resources	18 percent female
Precision Production	19 percent female

Occupational areas, such as mathematics and science, which historically have not attracted women, are improving in the numbers of women enrolled. Enrollment improvements in these areas need to continue. The percentage of women in these areas in 1988-89 was:

Engineering and Engineering Technology	21 percent female
Engineering	30 percent female
Physical Sciences	41 percent female
Mathematics	43 percent female

Conversely, males were not well represented in allied health fields and office occupation programs.

It should be noted that enrollment in many programs is a function of many interrelated factors. For example, one factor which effects program choice is the perceived occupational earning power. Encouraging enrollment in non-traditional occupational programs will be enhanced if salary increases (such as comparable worth adjustments) are made to occupations which have traditionally received low pay. In addition, promoting the opportunity for students to choose to enroll in programs of their choice is critical. The opportunities must be made available and barriers which restrict choice must be removed. However, if students do not select certain programs, other factors may be operating such as real or perceived unhealthy working conditions, low pay, limited opportunities for increased earning power, etc. Table V, shows the number and percent of students of each gender enrolled in each program.

TABLE V
ENROLLMENT IN OCCUPATIONAL PROGRAMS BY STUDENT INTENT AND CIP

PROGRAM	FEMALE	MALE	TOTAL
Agribus. & Agriculture	715 (47%)	819	1,534
Agricultural Sciences	3 (43%)	4	7
Allied Health	5,550 (64%)	3,063	8,613
Area & Ethnic Studies	1 (50%)	1	2
Basic Skills	1,676 (42%)	2,340	4,016
Business (Administration)	8,917 (86%)	1,457	10,374
Business & Management	4,781 (51%)	4,553	9,334
Career Exploration	185 (80%)	47	232
Communications	143 (26%)	418	668
Communications Tech.	65 (39%)	102	167
Computer & Information	4,412 (60%)	2,930	7,342

BEST COPY AVAILABLE

TABLE V-CONT'D			
Construction Trades	375 (12%)	2,663	3,038
Consumer, Personal	331 (74%)	116	447
Education	191 (51%)	183	374
Engineering	30 (30%)	70	100
Engineering/Eng. Tech.	863 (21%)	4,132	4,995
Foreign Language	411 (64%)	231	642
Health Sciences	3,626 (87%)	560	4,186
Health Related Activities	245 (73%)	90	336
Home Economics	90 (87%)	14	104
Interdisciplinary	129 (74%)	46	175
Interior Design	430 (97%)	12	442
Law	978 (87%)	154	1,132
Letters	746 (58%)	537	1,283
Leisure and Recreation	406 (75%)	134	540
Life Sciences	162 (73%)	61	223
Library & Archive	88 (85%)	16	104
Marketing & Distribution	1,400 (73%)	525	1,925
Mathematics	318 (43%)	427	745
Mechanics & Repair	220 (5%)	3,824	4,044
Parks & Recreation	55 (32%)	118	173
Philosophy	49 (65%)	26	75
Physical Sciences	116 (41%)	165	281
Protective Service	542 (23%)	1,845	2,387
Psychology	869 (79%)	226	1,095
Precision Production	1,138 (19%)	5,003	6,141
Renewable Natural Res.	53 (18%)	247	300
Science Technology	24 (33%)	49	73
Social Sciences	521 (57%)	398	919
Transportation	106 (17%)	532	638
Visual & Performance	438 (58%)	318	756
Vocat. Home Economics	2,568 (70%)	1,098	3,666

3. Child Care

Community colleges set aside $1 million during the 1989-91 biennium to expand child care services as a result of a study completed in 1987. The study indicated the importance of child care to community college students and the need for state general fund support to expand services. In 1989, twenty-one community colleges offered child care on campus. Two colleges offer this service off-campus and four colleges provide vouchers to their students to purchase child care services within their community. Over 2,230 children were served in Washington community college affiliated child care centers in 1989-90. Even with this level of service, 666 children were not served.

A comparable study was conducted in 1987 which asked colleges to report on child care demand during the 1986-87 year. A comparison of the numbers of children served and the demand is listed in Table VI. (Note: 1989-90 figures were used for child care in order to compare with data already collected for 1986-87).

TABLE VI

COMMUNITY COLLEGE USE OF ON CAMPUS CHILD CARE FACILITIES		
	1986-87	1989-90
Number of Student's Children Served	1,800	2,231
Number of Student's Children on Waiting Lists	700	666

Sources: Report of Child Care Services at Washington Community Colleges, 1987 and 1989-90 Child Care Gender Equity Self Studies.

Child care information for each community college is displayed in Table VII on the following pages.

Since many community college students are older with children, providing child care on campus is an essential service. Child care is particularly critical for females who are still primarily responsible for child care. The availability of this service increases their ability to enroll and stay in college and participate fully in college offerings. In the self-study process, community colleges identified significant need for expansion of child care services. While state funds were allocated for child care during the current biennium to increase child care services on campuses, colleges reported that they were unable to meet the existing demand. The study indicated that colleges were unable to serve those who needed child care through existing facilities and funding support.

TABLE VII: CHILD CARE BY INSTITUTION

COLLEGE	FACILITY LOCATION	FAC. OWNED OR RENTED	NAEYC ACCRED-ITED	# OF KIDS LICENSED TO SERVE	# SERVED	# STUD. KIDS SVD	# INFANTS	# TODDLER	# ON WAIT LIST
Bellevue	On Campus	Owned	Yes	59	144	135	0	0	13
Big Bend	N/A	N/A	N/A						
Centralia	On Campus	Own/Rented*	Yes	56	50	50	6	20	50
Clark	On Campus	Owned	Yes	64	123	118	0	31	N/A
Columbia Basin	N/A	N/A	N/A						
Edmonds	On Campus	Owned	Yes	35	172	172	0	0	12
Everett	On Campus	Owned	Yes	140	100	100	0	11	30
Grays Harbor	On Campus	Owned	No	N/A	23	23	0	0	67
Green River	Off Campus	Other**	No	80	68	65	N/A	N/A	7
Highline	On Campus	Own/Rented**	Yes	45	116	106	0	30	15
Lower Columbia	On Campus	Owned	Yes	60	85	93	0	30	15
North Seattle	On Campus	Owned	Yes	30	37	35	0	0	45
Olympic	On Campus	Owned	No	50	108	104	0	0	N/A
Peninsula	On Campus	Owned	No	36	53	45	0	0	40
Pierce	N/A	N/A	N/A						
Seattle Central	On Campus	Owned	No	54	88	88	0	20	15
Shoreline	On Campus	Owned	No	70	90	60	0	8	10
Skagit	On Campus	Owned	No	87	135	65	0	0	27

TABLE VII: Continued									
South Puget	On Campus	Owned	No	34	150	138	0	0	0
South Seattle	On Campus	Owned	Yes	44	70	65	0	0	27
Spokane Comm	On Campus	Owned	No	68	139	100	0	0	75
Spokane Falls	On Campus	Owned	Yes	90	199	111	13	18	100
Tacoma	On Campus	Owned	No	49	73	70	0	0	100
Walla Walla	On Campus	Contracted	No	48	36	33	0	12	0
Wenatchee	N/A	N/A	N/A						
Whatcom	Off Campus	Owned	Yes	40	90	75	0	25	N/A
Yakima	On Campus	Owned	Yes	33	82	75	0	0	45
TOTAL	21 On Campus	21 Owned	12 Yes	1272	2231	1926	19	205	666
	2 Off Campus								

*Infant & toddler centers are owned, pre-K center is rented.
**Owned by private entity.
***Separate toddler center is rented

4. Selective Admissions Programs

Community colleges are open door institutions which promote open access to all programs. Selective admissions processes are required in some vocational programs. Criteria is not gender related. Although strides have been made in vocational programs which historically attract one gender over the other, female students reflect low representation in fields related to outdoor resource management, science, mathematics, engineering and the trades area. Conversely, low male representation is noted in allied health fields, office occupations, and interior design. To ensure that barriers are not in place which prevent students from choosing to enroll in those programs with special admissions criteria, regular review of special admissions programs is necessary.

5. Athletics

Since Title IX, community college athletic programs have made significant strides in offering equal opportunities for participation to female athletes. Most colleges balance male and female athletic offerings and budgets. The system averages for male and female participation and budgetary support by sport reflect a positive shift in the support of women's athletics and a demonstration of the community college commitment to provide opportunities for female athletes. Some colleges still may need to make adjustments in order to offer full opportunities for both genders. Colleges still report difficulties in hiring female athletic staff members and officials to promote, coach and manage athletics, particularly in areas outside the Puget Sound area. The majority of grant awards are distributed equitably to both genders, however the ability to offer waivers to athletes would permit broader participation in athletics for both men and women. Table {?}, on the following page {s}, summarizes the athletic participation rates for the community colleges.

6. Recreation

Although strides have been made in providing opportunities for women to participate in intercollegiate athletics, disparity still exists in the numbers of female students who participate in recreational activities. Men outnumber women in recreational activities by nearly three to one. A variety of reasons might explain this circumstance, such as the fact that more women are part-time students with other responsibilities, such as children and families. In addition, since community college female students tend to be older, they may not choose to participate in traditional recreational activities. Asking female students what types of recreational activities they would like to participate in may be the best approach to increasing service in this area.

7. Financial Aid

A review of federal need-based financial aid for 1988-89 in Table reveals that females received a higher average award for Pell Grants, Supplemental Educational opportunity Grants (SEOG), and Perkins loans. Additionally, loan averages were higher for women. Men received higher average awards for college work study.

The same trend followed for state need-based financial aid programs. Families received higher average awards for state need grants, state work study awards, and all state waiver programs. According to a study conducted by the Higher Education Coordinating Board in August, 1990, the average total amount of need identified for females in 1988-89 was $5,126. college. Total average aid provided for females was $2,430.

Unmet need is generally higher for females because of the numbers of females who are parents with high child care costs.

TABLE VIII

FINANCIAL AID PROGRAMS AVERAGE AWARD BY GENDER 1988-89		
FINANCIAL AID PROGRAM	AVERAGE AWARD SIZE	
Pell Grant	1,284	1,194
SEOG	556	547
Perkins	1,107	1,089
College Work Study	1,023	1,036
GSL	1,883	1,786
PLUS/SLS	2,606	2,232

Source: HECB Total Financial Aid by Gender and Aid Program for Recipients of Need-Based Aid, 1988-89.

In addition to the need for increased state support for child care services and facilities on community college campuses, child care is a major expenditure for student parents when they plan their budgets to attend college. Both federal and state calculation of need has made improvements in the recognition of this students expense; however, limited federal and state financial aid funds prevent college financial aid administrators from being able to reimburse students fully for child care expenses. Increased funding of federal and state financial aid programs to provide higher awards will benefit parents who have child care responsibilities.

TABLE IX
TOTAL FINANCIAL AID BY GENDER AND AID CATEGORY AND AMOUNT OF NEED BY GENDER
FOR RECIPIENTS OF NEED-BASED AID, 1988-89

	MEN			WOMEN			TOTAL		
	$$ Sum	#	Aver.	$$ Sum	#	Aver.	$$ Sum	#	Aver.
Fed Grant	10060081	8033	1252	20439110	14901	1372	30499191	22934	1330
Fed Work	1406517	1358	1036	2026182	1981	1023	3432699	3339	1028
Fed Loan	4492722	2559	1756	8112426	4372	1856	12605148	6931	1819
State Grant	1913933	2673	716	4915053	6418	766	6828986	9091	751
State Work	968572	665	1456	2365279	1429	1655	3333851	2094	1592
Other Grant	418973	831	516	959190	1624	591	1388163	2455	565
Other Work	57223	111	516	9590	1624	591	1388163	2455	565
Other Loan	29221	60	487	61458	163	377	90679	223	407
Total Aid	19357242	8761	2209	38980785	16041	2430	58338027	24802	2352
Amount of Need	37718636	8761	4305	82225981	16041	5126	119944617	24802	4836
Unmet Need	18834118	8761	2150	43772442	16041	2729	62606560	24802	2524

TABLE X
TOTAL FINANCIAL AID BY GENDER AND AID PROGRAM FOR RECIPIENTS OF NEED-BASED AID, 1988-89

	MEN			WOMEN			TOTAL		
	$$ Sum	#	Aver.	$$ Sum	#	Aver.	$$ Sum	#	Aver.
Pell	950957	7964	1194	18976506	14774	1284	28486163	22738	1253
SEOG	550424	1007	547	1462604	2630	556	2013028	3637	553
Perkins	243949	224	1089	413858	374	1107	6578707	598	1100
CWS	1406517	1358	1036	2026182	1981	1023	3432699	3339	1028
Nurs Scholar		0			0			0	
Health/Nurse Loan	7665	6	1278	73870	51	1448	81535	57	1430
GSL	4178615	2340	1786	7528720	3999	1883	11706885	6339	1847
PLUS/SLS	62493	28	2232	96428	37	2606	158921	65	2445
SNG	1410184	1920	734	3648227	4843	753	5058411	6763	748
SWS	968572	665	1456	2365279	1429	1655	3333851	2094	1592
3%/4% T&F Waiv.	488703	1036	472	1223948	2490	492	1712651	3526	486
All Other Waiv.	15046	34	443	42878	85	504	57924	119	487
Inst Waiv/Schol.	141189	202	699	399811	496	806	541000	698	775
Inst/Other Employ.	57223	111	516	102087	164	622	159310	275	579
Outside Scholarship	287784	645	446	559379	1170	478	847163	1815	467
TOT. AID	19357242	8761	2209	38980785	16041	2430	58338027	248702	2352

8. College Publications and Materials

Colleges produce and use a variety of educational and promotional materials from the production of quarterly schedules of courses to video tapes which describe career opportunities. Community college staff members are committed to producing and purchasing educational and administrative materials that adequately reflect the population served by the community college system. Regular review of these materials, both those purchased and those produced on campus, will enhance the representation of genders in diverse educational settings and career paths.

9. Staff and Student Training

All twenty-seven community colleges have non-discrimination and sexual harassment policies in place. All colleges also have identified a complaint process should a problem arise. The purpose of the complaint procedures is to establish a process in which a student or staff member may express and resolve misunderstandings, complaints, or grievances with the college or an employee in a fair and equitable manner. The majority of colleges (twenty-one) have offered sexual harassment training for administrators, staff and/or faculty. College staff members indicated that additional training was needed to update staff members and training on issues related to both non-discrimination and sexual harassment policies should be expanded to include students.

10. Relationship to Other Activities

Community college staff members completing the gender equity self study noted the relationship of this activity to at least four other major initiatives: (1) student outcomes, (2) recruitment and retention of students and faculty of color, (3) equity for disabled students, and (4) emphasis on affirmative action. Community college staff members restated the importance of equity for all groups of individuals. Staff members expressed a sincere interest in integrating activities so that student outcome efforts look at the success of specific groups of students, such as success by gender, race, disability, etc. When improvements should be made, community college staff members noted the importance of viewing equity in broad terms and ensuring community colleges provide equity for all students and reduce barriers as appropriate for specific groups of students. It is critical as these efforts proceed not to pit one group of students against another. Recognition also exists that efforts to improve affirmative action hiring practices extends to females as well.

COMMUNITY COLLEGE SYSTEM

GENDER EQUITY PLAN

The next step in the process identified by House Bill 1430 is the development of a plan to achieve gender equity. Based on the findings of the community college self studies, an action plan is proposed to achieve gender equity by September 30, 1994 as required by statute. The action plan incorporates a focus on all aspects of college life, both educational and extracurricular, and provides active participation on the part of community college staff. The planning process is an important one because it provides an opportunity for individuals on campus to learn about campus results as well as system identified findings and it encourages widespread campus involvement in the development of a planning effort designed to reduce barriers to women. The plan identified below involves some short range action steps and a longer range process to identify, with system staff involvement, an approach to achieving gender equity.

Community colleges are committed to gender equity for students and staff. The self-study process reconfirmed that community colleges value diversity in student and staff populations. Progress has been made in ensuring female students have access to all educational and extracurricular programs, yet further strides can and should be made. In recognizing and acknowledging that gender equity is a goal within the community college system, achieving gender equity will require emphasis on a process with identifiable outcomes. The process may be as valuable as the specific outcomes.

Based on the results of the self-study process, the following action steps are enumerated below within a specified timeframe:

<u>Winter, 1991</u>

- Results of the self-study and planning process will be distributed widely within the community college system and reports will be made specifically to the following groups: presidents, deans of instruction and students, vocational directors, human resources managers, women's program coordinators, students, and directors of financial aid, student activities, and counseling. Campus groups will review local self-study results and compare findings with state-level plan.

- State Board staff will coordinate the development of a model publication to be used to communicate the gender equity law to students.

- State Board for Community College Education and community college policies will be reviewed to ensure references are gender neutral.

- State Board student outcome studies will be reviewed to incorporate gender as a dimension of all system study efforts to ensure that when reviewing student outcomes, achievements by gender are measured and considered. System student outcomes will be used as one dimension of future gender equity self-study reports.

Spring, 1991

- State Board staff will work with system representatives to coordinate a workshop on gender equity for individuals from each campus. Focus will be placed on areas identified in the plan that need improvement. Specific goals and timelines will be identified. Strategies for achieving results will be identified as well as budgetary support needed to accomplish goals. Benchmarks established in the 1990 self-study process will be used to assess progress towards achieving equity. Emphasis will be placed on providing campus staff members with the opportunity to identify strategies to identify and reduce barriers and to identify methodology for biennial reporting process.

Summer, 1991

- Campus plans to improve gender equity will be reviewed and summarized by campus staff members and system groups, in collaboration with State Board staff. The plan will be submitted to the State Board for action. Plan items which require budgetary support will be included in the 1992 supplemental budget request.

Fall, 1991 - Summer, 1992

- Campuses will implement action steps identified to reduce barriers.
- Legislative support will be sought for action items requiring additional financial support.
- Colleges will update self-studies in preparation for submittal of biennial plan to HECB. During the second phase of the self-study, efforts will be made to assess student and staff perceptions about equity barriers.

Fall, 1992 and 1994

- The community college system will submit gender equity biennial updates to the HECB.

RECOMMENDATIONS

In order to accomplish this gender equity plan, the following recommendations are made to the Legislature, State Board, and the institutions:

Recommendations to the Legislature

- The Legislature should provide funds to support targeted recruiting activities to increase representation of each gender in nontraditional career fields and to develop strategies to improve communication about career opportunities to elementary and middle/junior high school students. Resources which support career investigation and information will result in improved opportunities and choices for targeted student groups.

- The Legislature should continue to support the Higher Education Coordinating Board's request to expand the state need grant and state work study programs. Legislative support of financial aid programs, which recognize that many students attend on a part-time basis and have children, are critical for community college students.

- The Legislature should ensure that plans for state capital facilities within the community college system do not discriminate against special populations.

- The Legislature should support expansion to the community college sector of the athletic waiver program initiated by House Bill 2020.

- The Legislature should provide state funding to maintain and expand child care services for community college students and staff.

Recommendations to the State Board

- The State Board should continue to set aside state funds to maintain and expand child care services.

Recommendations to the Institutions

- Colleges should provide student and staff development and training opportunities to raise awareness about the need for gender equity and to eliminate sexual harassment in the workplace and within the educational environment. Colleges should encourage special programming and training related to equity issues for students. Students should have full opportunity to learn about sexual harassment and non-discrimination policies, gender biases, sex role stereotyping, and federal and state laws related to gender equity issues.

- Colleges should be encouraged to promote affirmative action hiring practices for all staff positions with an emphasis on recruiting qualified women for upper-level administrative and classified staff positions and positions for full-time faculty.

- Colleges should review the admissions procedures of high demand vocational programs which rely on special admissions criteria to ensure that admission requirements are not a barrier for equal access.

- Colleges should ensure that all promotional and educational materials developed or ordered by the college encourage both genders to explore all educational offerings and that they promote both genders in non-traditional programs.

- Colleges should study and analyze lower participation by women in recreational programs and develop strategies to better serve females in this area.

- Colleges should increase efforts to hire female athletic staff members.